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ABSTRACT

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this trainer's workbook serves as a guide for the trainer while conducting a training session. It provides a step-by-step set of procedures for presenting the activities for increasing trainee skills in applying the concepts. It also explains the training approach, participant selection, time schedules, the training setting, and equipment needed. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the first seven sections of this workbook include how to motivate clients to show up for interviews, how to prepare for initial interviews, how to listen actively and use body language effectively, and how to use different types of verbal responses to achieve objectives and to encourage self-exploration. The last section of the Trainer's Guide contains procedures for leading participants through their self-assessment forms. A trainer's outline is contained in the document appendix. (KC)

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ED209524

# Systematic Interviewing Skills

## Trainer's Guide

**Roy C. Farley**

**Stanford E. Rubin**

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# Preface

This training package is intended for those individuals charged with the responsibility of interviewing whether in the fields of rehabilitation, mental health, counseling, education, medicine or sociology. The primary focus is on the interview in which the interviewee's concerns are of major importance and the exchange of information is required to attend to those concerns.

The development of this package was no simple task. A tremendous amount of support and consultation were received. In fact, so many people reviewed the material that it would be most difficult to list each person's name. However, we are particularly indebted to a number of Region VI rehabilitation personnel who served on "user review teams" and provided input and suggestions from the trainer's viewpoint as well as the practitioner's viewpoint. Among those were:

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Roy C. Farley
Stanford E. Rubin

## Section I

# Instructions to Trainer

# Instructions to Trainer

## The Systematic Interviewing Skills Training Package

The Systematic Interviewing Skills Training Package consists of the following:

1. Systematic Interview Skills: Trainer's Guide
2. Systematic Interview Skills: Participant's Workbook
3. Systematic Interview Skills: Typescript Manual
4. Tape/slide demonstrations of interview interaction.

**Systematic Interview Skills: Trainer's Guide**
This workbook serves as a guide for the trainer while conducting a training session. It provides a step-by-step set of procedures for presenting the skills to be taught which include "mini" lectures, demonstrations, and activities for increasing trainee skills in applying the concepts.

**Systematic Interview Skills: Participant's Workbook**
This workbook contains all of the forms and training aids that would typically be distributed to the participants during the training session. It includes material needed for the various training exercises found in the Trainer's Guide and should be used in conjunction with the Guide.

**Systematic Interview Skills: Typescript Manual**
The typescript is intended for use as a visual reference to aid in understanding the taped dialogues and for referral in class discussions. The excerpts are numbered for easy reference.

**Tape/Slide Demonstrations of Interview Interaction.**
These aids are included for use when contrasting effective and ineffective interview interaction and for demonstrating how to apply the concepts taught.

# The Training Program

## Participant Selection

Skills taught in the Systematic Interviewing Skills Training Package are appropriate for anyone responsible for conducting helping interviews. This would include counselors, caseworkers, social workers, psychologists, evaluators, supervisors, placement specialists, independent living specialists, etc. It is intended for the general practitioner both experienced and inexperienced.

## Number of Participants

Because of the nature of some of the activities, and the training approach, the program does not lend itself well to large group instruction. With one trainer, group size should be restricted to a maximum of 12 participants.

## How to Use the Package

The package is intended to provide the trainer with all necessary information and materials for conducting a training session. However, the Training Package should serve the trainer as a "working" package. The trainer is encouraged to substitute and/or add examples and training aids which are appropriate for the trainees. It may be necessary for the trainer to modify some of the activities to fit his training style and/or time considerations. The Trainer's Guide includes space to add points and additional or alternate activities. A trainer's outline is included in the appendix. Once you become familiar with the content of the program, you may be able to do the training using only the outline supplemented with other training aids such as overheads, charts, etc.

## The Training Approach

The training approach is based upon a training model of tell ——> demonstrate ——> elicit description ——> elicit action ——> summarize ——> assess which draws from the learning models of learning by listening, learning by observing, and learning by doing. The trainer, in following the Guide, will cover each component of the model with the following outline as appropriate:

I. Definition
II. Rationale
III. Objectives
IV. Guidelines
V. Demonstration of Non-Facilitative Techniques*
VI. Results of Non-Facilitative Techniques
VII. Demonstration of Facilitative Techniques
VIII. Results of Facilitative Techniques
IX. Practice
X. Summary

*The demonstration of Non-Facilitative and Facilitative Techniques include examples of multiple behaviors. However the focus is on one specific technique at a time.

## Training Time Schedule

The training program is flexibly structured. The training program can be presented in its entirety, that is, the trainer and trainees can meet for consecutive hours, with appropriate breaks, until all the material is covered. Or the material can be covered in a series of separate training sessions. It is recommended, however, that the material be presented in order and as close together timewise as possible. The program may be presented as is or in conjunction with other training packages.

## Training Setting

Freedom from outside distraction and participant comfort are primary considerat[illegible] selecting a training room. The training room should be arranged to allow free interaction among participants. The room should be large enough for triads to interact without distraction from others. However, guard against having an oversized training room since listening to tapes is required and an excessively large room may make this difficult.

## Equipment Needed

If the Training Guide is followed, the following equipment is necessary:

Cassette Tape Recorder/Programmer

Slide Projector

Participants will be required to respond in writing during the program and will need pencils or pens.

## Group Discussion

Because of the training approach used, group discussion is an integral element in the success of the training program. The trainer should make every effort to facilitate the expression of participant reaction, ideas, etc.

## Optional Activities

Day 1 - Opening Activity

1. **Instructions to Participants**
   a. Systematic Interviewing Skills Training is about interacting with others with the major focus on exchanging information.
   b. Find one person in the room you don't know well (or turn to the person next to you).
   c. Your task is to collect information from each other and introduce each other to the group with some information about the person that interests you.
2. After 5 minutes, call the group together and go around with introductions.
3. **Instructions to Participants**
   Return to pairs and determine what the two of you would like to gain from this workshop. Come up with one statement for the two of you and write it down. Negotiate your differences so that you can arrive at one statement.
4. After awhile, call the group together and collect each pair's statement. Either tape these to the wall or write on chalkboard.
5. Look for trends and address any issues.

Day 2 - Opening Activity

a. Present brief summary of points covered the previous day.

b. Ask participants to sit quietly and think about the points. Ask them to think about how the previous day's activities relate to their jobs.

c. After about two minutes, ask participants to break into pairs and share one reaction and/or one learning from the previous day.

Day 1 - Wind-Up - Feedback to Trainer

Ask participants to complete the sentence stem:

I appreciate . . .
 and/or
I especially like . . .
 and/or
I resent . . .
 and/or
I need more of . . .
 and/or
I need from this training more . . .
 and/or
I would like to see more of . . .
 and/or
I would like to see less of . . .

## Ordering Materials

Order forms for all materials of the Systematic Interviewing Skills Training Package may be obtained by writing:

Director of Training
Arkansas Rehabilitation Research and Training Center
P.O. Box 1358
Hot Springs, AR 71901

## Section II

# Introduction to Systematic Interviewing Skills

# Introduction to Systematic Interviewing Skills

## Introduction to Trainer

This section presents the definition, rationale, and philosophy of Systematic Interviewing Skills and an overview of the training components, and the objectives of the training program. The objectives of this section are:

1. To introduce trainees to the Systematic Interviewing Skills model.
2. To introduce and define the concepts of Systematic Interviewing Skills.
3. To present the rationale for the training program.
4. To present the philosophy of Systematic Interviewing Skills.
5. To present an overview of the training components.
6. To identify the objectives of the training program.

In presenting material from this section utilize as desired the points made under each major category. You may use all the points listed or you may only use a few depending upon your audience. Also blank space is provided so that you may add points of your own.

## General Introduction to Trainees
### Page 7 of Workbook

1. Generally speaking there are two types of interviews.
2. There is the interview where the primary focus is on the interviewer and his/her agency/organization. Information is given to the interviewee and collected from the interviewee primarily to help the interviewer and his/her organization/agency. Examples of this type of interview include:
   a. The research interview where the researcher wants information to carry on his/her project.
   b. The journalistic interview where the reporter wants a story.
   c. The personnel interview where the personnel manager wants the right person for a job vacancy.
3. The second type of interview is where the primary focus is on the interviewee. Information is given to and collected from the interviewee primarily to help him/her. Examples of this type include:
   a. The social work interview where the social worker exchanges information with the interviewee so that he/she can provide assistance to the interviewee.
   b. The rehabilitation counseling interview where the counselor has as his/her primary function providing services to the client.
   c. The employment counselor interview where the counselor/placement specialist seeks to place the client in the most appropriate position.
4. People who conduct the second type of interview include psychologists, social workers, rehabilitation workers, counselors of all types, placement people, etc. In addition to interview skills, these people need many other types of skills.
5. The focus of this training program is on the second type of interview.
6. We recognize that you will be collecting and disseminating some information in your interviews that is intended to benefit only you and/or your agency/organization/section. This includes information that is required but does not directly benefit the interviewee. However, the primary focus of your interviews will be on helping the interviewee.
7. Therefore, this training focuses on the helping interview.
8.
9.

## Definition of Systematic Interviewing Skills

### Page 7 of Workbook

1. Systematic Interviewing Skills are those skills required of the interviewer to exchange information with another person in the most helpful manner during an interview.
2. Systematic Interviewing Skills involve those actions of preparing for the interview and actually conducting an interview.
3. Systematic Interviewing Skills involve both verbal and non-verbal responses that enable one to facilitate the information exchange process and guide the interaction within the interview so as to keep it goal directed.
4. The major components of Systematic Interviewing Skills include: (Page 7 of Workbook)
    a. Systematic Interview Programming
    b. Information Exchange
    c. Exchanging Information Non-Verbally
    d. Exchanging Information via Verbal Responding
5.
6.

## Rationale or Importance of Systematic Interviewing Skills

### Page 7 of Workbook

1. Information exchange is the major focus of most interviews. Hence, you need to be able to guide the direction of the discussion in an effective, yet unobtrusive manner.
2. Since information exchange is the major focus within the interview you must be a skilled interactionist. Systematic Interviewing Skills should enable you to become a skilled interactionist.
3. You and the interviewee are resources for one another during the interview. You are available to use each other as resources only through interaction. As you and the other person exchange verbal and non-verbal responses, those responses allow or restrict your usage of each other as resources. Systematic Interviewing Skills allow you to use each other as resources.
4. Research reveals that many beginning interviewers do not generally possess a stable repertoire of behaviors or techniques. They spend too much time talking, interrupting the interviewee, asking closed-ended questions, making long awkward speeches, and lapsing into long unplanned silences. Training in specific interview techniques can result in you spending less time talking, interrupting the interviewee less, asking more open-ended questions, and making fewer irrelevant comments.
5.
6.

# Philosophy

### Page 7 of Workbook

## A. The Information Exchange Process

1. The major focus of your interviews is on the exchange of information with the purpose of helping the person you are interviewing.
2. Exchanging information to help another person can be visualized from the illustration on page 8 of your workbook.
3. In terms of relevant information there is a known dimension which includes information known by both you and the person you are interviewing. The blind dimension includes information that is not known by the other person but is known by you. The hidden dimension includes information known by the other person but not by you. Then there is an unknown dimension that includes information that is relevant but is not known by you or the other person.
4. In early interviews, in comparison to all the relevant information to be known, that which is known by both you and the other person (known dimension) would be relatively small. Information needed by the person you are interviewing but is unknown (blind dimension) is relatively large. The information that is known by the person you are interviewing and needed by you but is unknown to you (hidden dimension by person you are interviewing) is also large, as is the amount of information not known by both (unknown dimension). The information awareness matrix as it initially emerges during early interviews is presented on page 9 of your workbook.
5. The overall objective of the information exchange process would be to expand the known dimension, that is to make known all the relevant information needed by both you and the person you are interviewing. This would involve decreasing the blind, hidden, and unknown dimensions. Page 10 of your workbook indicates how the information awareness matrix would look following effective information exchange.
6. **Decreasing the interviewee's blind dimension.**
   Early in the interview process the interviewee needs much information. Extensive interviewee participation and involvement is desired throughout the helping process but is very crucial during the early phases. The interviewee needs much information about your agency/organization/section, it's role and function, services that are offered, the objectives of those services, any eligibility requirements, etc. just to make the decision of whether or not your agency/organization/section is the one that can meet his/her needs. Your role, and the interviewee's rights and responsibilities are other areas to be discussed very early. This is information needed by the interviewee to participate in the decision making process and requires you to practice effective information dissemination by knowing what information is needed by the interviewee and the most effective, efficient and helpful way to give that information.
7. **Decreasing the hidden dimension.**
   The interviewee has much information that is needed by you. You will probably be more involved with the task of collecting information during the early phases of the helping process than at any other time. Hence, you need to know what information is important and the most effective and helpful way to go about collecting that information. The hidden dimension is decreased through the facilitation of interviewee free expression and self-revealing behavior across all relevant information collection areas.

5. **Decreasing the unknown dimension.**
The blind dimension is decreased via effective information dissemination. The hidden dimension is decreased via effective information collection. During this information exchange process, additional information known by neither you nor the person you are interviewing becomes known. The unknown dimension is further decreased via information collection from external sources, i.e., medical evaluation, psychosocial evaluation, vocational evaluation, etc.

**B. Engaging others in interaction** (Page 11 of Workbook)

1. Information exchange only occurs by interaction between you and the inteviewee. However, you will not achieve your objectives through just any type of interaction.
2. Interaction can serve many purposes and can be carried out on many levels. It can function to structure our time with others in social conversation, helpful work, or even destructive actions.
3. Hence, three basic ways of interacting with others are identified. They are:
   a. Destructive interaction
   b. Friendly discussion
   c. Helpful interaction
4. A definition of each is:
   a. Destructive interaction - consists of hating responses, playing games, and on an international scale, war. This type of interaction communicates to the other person that he/she is no good and you have very little regard for him/her as a person. Avoid destructive interaction. It has no place in the helping interview. Information exchanged during destructive interaction does not facilitate the achievement of your goals and can only result in negative consequences. Meaningful information is blocked and game playing may result. **Do not make the interview a game.**

   b. Friendly discussion - consists of sociable conversation or chit-chat. We engage others in friendly discussion everyday and it serves to structure a great deal of our time with others. Friendly discussion certainly has its place, but it should occupy a limited space in the helping interview. Information exchanged during friendly discussion does not serve to help the interviewee very much. Therefore, try to avoid introducing extraneous material such as small talk, etc. **Do not make the interview a social conversation.**

   c. Helpful interaction - consists of goal-oriented activity that serves to assist others in obtaining desired objectives. Therefore, the majority of interview interaction during the helping interview should consist of this type. Information exchanged during helpful interaction will serve the purpose of moving the interviewee through the process in the most effective and efficient manner. **Do make the interview helpful interaction.**

**C. Functions of an Interviewer** (Page 11 of Workbook)

1. The focus of Systematic Interviewing Skills is based on the assumption that the most successful interviewer is an effective:
   a. Rapport builder
   b. Information collector
   c. Information disseminator
   d. Information processor
   e. Efficiency expert
2. Functions:
   a. An effective rapport builder - If you are helpful you will develop and maintain a relationship that facilitates the information exchange process. Interact with the interviewee in such a way that it encourages him/her to explore and discuss meaningful topics and allows the utilization of information given.
   b. An effective information collector - To be an effective information collector you must collect sufficient information from the interviewee in a facilitative fashion. Knowing how to do so is important.
   c. An effective information disseminator - Not only is information needed from the interviewee, but the interviewee needs information from you to participate in the helping process. Therefore, if you are helpful, you will know not only what information the interviewee needs but how to communicate that information the most helpful way.
   d. An effective information processor - A large amount of data is collected during the interview. Process that information in such a manner that it becomes useful for assisting the interviewee.
   e. An efficiency expert - There are certain reality factors that cannot be avoided in helping. The limited amount of time one has to spend with the other person, many people to see, demand for your time, etc. are but a few. Hence, effective interviewers will carry out the above roles in an efficient manner. They will collect, disseminate, and process information, within a facilitative climate, with little or no wasted effort.
3.
4.
5.

# Overview of Components

## Page 12 of Workbook

The following training components of Systematic Interviewing Skills have been developed to help you carry out the functions listed on the preceding page in the most effective and efficient manner:

1. Systematic Interview Programming
    a. Attracting
    b. Planning
    c. Structuring
2. Information Exchange
    a. Information Dissemination
    b. Information Collection
3. Non-Verbal Interaction Techniques
    a. Positioning
    b. Observing
    c. Listening
    d. Organizing
4. Verbal Interaction Techniques
    a. Continue
    b. Restricted-Focus
    c. Exploratory-Focus
    d. Check
    e. Declarative
    f. Self-Expressive
    g. Interpretive
5. Interaction Profiles
    a. The Listener
    b. The Interrogator
    c. The Explorer
    d. The Reflector
    e. The Informer
    f. The Self-Expresser
    g. The Interpreter

## Objectives of Systematic Interviewing Skills Training

### Page 13 of Workbook

1. To define and teach those basic interviewing skills which influence the quality of information exchange within the interview.
2. To expand your response options enabling you to become a skilled interactionist in carrying out your major function of exchanging information within the interview.
3. Identify moment-to-moment responses used to collect and disseminate information.
4. Identify response modes/styles and interaction profiles.
5. Suggest a response style that will facilitate the most self-expression thus enhancing the information exchange process.
6. Provide a set of tools which will allow you to evaluate your interview behavior.
7. The purpose of this training is not to teach personal adjustment counseling skills. Personal adjustment counseling requires additional skills beyond those taught in this program. The focus here is on interviewing, not counseling.
8.
9.

## Section III

# Systematic Interview Programming

20

# Systematic Interview Programming

## Introduction to Trainer

This section presents the definition, rationale, and objectives of Systematic Interview Programming. Systematic Interview Programming is then broken into three stages: attracting the interviewee, planning the interview, and structuring the interview setting. The definition, rationale, and guidelines for carrying out each step are presented. Trainees are asked to contrast the impact of effective and ineffective Systematic Interview Programming activities and are given the opportunity to practice the suggested techniques. The objectives of this section are to influence the trainee to:

1. Program interviews systematically.
2. Take actions that increase the likelihood of a person appearing for an interview.
3. Develop interview objectives and strategies to achieve those objectives.
4. Structure the interview setting so as to enhance the information exchange process.

When presenting material from this section utilize only those points under each major category you deem appropriate for your group. Additional space is provided for you to add your own points.

## Definition of Systematic Interview Programming

Page 17 of Workbook

1. Systematic Interview Programming refers to those actions taken prior to the interview to:
    a. Attract the interviewee and encourage his/her arriving for an interview.
    b. Plan the interview by developing objectives and strategies to achieve those objectives.
    c. Structure the interview setting so as to facilitate the information exchange process.
2. Hence, the focus of Systematic Interview Programming is on actions directed at Attracting, Planning, and Structuring.
3.
4.
5.

## Rationale or Importance of Systematic Interview Programming

### Page 17 of Workbook

1. There is an infinite variety of "Wrong" strategies and only a few "Right" strategies. There is an infinite variety of "Wrong" ways to conduct an interview and only a few "Right" ways. Systematic Interview Programming enhances your chances of employing "Right" strategies and conducting an interview the "Right" way.
2. Much time is wasted in preparing an interview if the interviewee becomes a "no-show." Attracting actions help induce and motivate the interviewee to show.
3. You might be overwhelmed with the massive amount of data about a person that "could be" related to his/her goals. It is easy to become bogged down in interaction and lose sight of productive objectives for guiding the interview.

   Planning actions facilitate a goal-directed "game-plan" that will serve to give direction to the interview. It will aid you in knowing where you are, where you have been, and where you still need to go in the information exchange process.
4. The information exchange process is facilitated by attending to environmental variables, interviewee variables, and self variables in a systematic way. Attracting, Planning, and Structuring actions enable one to attend to those variables.
5.
6.
7.

## Objectives of Systematic Interview Programming

### Page 17 of Workbook

1. To motivate the interviewee to come for an interview.
2. To enable one to guide the interview systematically.
3. To create an environment conducive to effective information exchange.
4. To build in success for your interview.
5.
6.

# Step I - Attracting the Interviewee

## Definition of Attracting

### Page 18 of Workbook

1. Attracting refers to activities that are intended to draw forth a desired response from the interviewee.
2. Attracting is an attempt to motivate or induce a person to desire an interview.
3. Attracting refers to the act of appealing to a person to insure his/her appearance at an interview.
4. Attracting includes informing a person of the who, what, when, where, why, and how of the interview in such a way that it encourages or motivates a person's desire to come.
5.
6.
7.

## Rationale or Importance of Attracting

1. People must appear for services before they can be effectively served by your agency or organization.
2. There is some evidence to suggest that you must do more than simply make appointments and expect a person to appear. The person's appearance is not an automatic event regardless of his/her needs.
3. In fact, a study done of persons referred from one psychiatric hospital to a community-based rehabilitation center indicated that approximately two-thirds failed to appear.*
4.
5.
6.

---

*Wolkon, G.W. "Characteristics of Clients and Continuity of Care into the Community." **Community Mental Health Journal,** 1970, 6, 215-221.

## Objectives of Attracting

1. To maximize the possibility that a person will appear for service.
2. To increase your effectiveness at motivating others.
3.
4.
5.

# Guidelines for Effective Attracting*

**Page 19 of Workbook**

1. Decide upon your mode of communication.

   **Elaboration by Trainer:**
   How do you usually make your interview appointments? It may be by phone, in writing, or in person. This may depend on your agency's/organization's general practice and on the particular person you are making the appointment for. Take into consideration all variables in deciding on how to extend your invitation.

2. Decide to whom the invitation will be extended.

   **Elaboration by Trainer:**
   In most cases this will be to the interviewee, but in some cases, it may be to a person's parents, guardian, spouse, etc.

3. Be sure the person knows exactly **who** the interview is with.

   **Elaboration by Trainer:**
   Identify yourself and your agency/organization clearly.

4. Inform the person of **what** will happen.

   **Elaboration by Trainer:**
   For example, this is an initial screening interview.

5. Inform the person of **where** the interview will take place.

   **Elaboration by Trainer:**
   For example, 2631 South Elm Street, The Dyer Building, Room 33. Sometimes a more precise location might be required, especially if there is no receptionist, such as third floor, fourth door on the right at the end of the hall after you get off the elevator.

6. Inform the person of **how** to get to the interview.

   **Elaboration by Trainer:**
   If this is the initial interview for the interviewee, you may send a map outlining how to get to your office. More specific instructions about what to do upon arrival might be called for, such as "Report to Mrs. Harris at the front desk and tell her you have an appointment with me. She will direct you to my office."

7. Inform the person of **when** the interview will take place.

   **Elaboration by Trainer:**
   The time and date of the interview. For example, 10 a.m., Thursday, February 16.

8. Inform the person of the general purpose or the **why** of the interview.

   **Elaboration by Trainer:**
   For example, "To talk about how this agency may help you."

---

*Adapted from Anthony, W.; Pierce, R.; Cohen, M. **The Skills of Diagnostic Planning.** Amherst, MA, Carkhuff Institute of Human Technology, 1979.

9. Encourage the person to appear by presenting him/her with a personal reason to appear.

   **Elaboration by Trainer:**
   Stress and emphasize the specific benefits that the appearance may bring. Communicate that it will be to the person's advantage to come to the interview. The general format for doing this is: "I understand that (information regarding the person's possible interest in your agency/organization). I (personal expression of your interest in the person)." An example is found on page 21 of your Workbook.

10. Whenever possible, attempt to get a personal commitment from the person.

   **Elaboration by Trainer:**
   If you are extending an invitation by phone or personal contact, attempt to get the person to commit to coming. You may say something like "Will you be there?" or any question or statement that encourages the person to indicate that they will show for the interview.

11. Follow-up if necessary.

   **Elaboration by Trainer:**
   Sometimes it may be necessary to follow-up your initial invitation with a reminder, especially if your initial invitation was issued several weeks or months before the scheduled interview.

Ask trainees to suggest other guidelines for Attracting the interviewee. Discuss each.

12.

13.

14.

## Demonstrate Ineffective Attracting

Ask trainees to turn to page 20 of their workbook and complete Exercise 1.

## Demonstrate Effective Attracting

Ask trainees to turn to page 21 of their workbook and complete Exercise 2.

## Practice Attracting

1. Ask trainees to turn to page 22 of their workbook and complete Exercise 3.
2. Ask trainees to turn to page 23 of their workbook and complete Exercise 4.

   **Note to Trainer:** For Exercise 4 you might suggest half of the group develop a statement for an initial interview and half for a subsequent interview.

## Additional or Alternate Attracting Exercises

## Summary of Attracting

1. Attracting action may seem like such a simple skill that it need not be addressed. But remember, there are many "no shows" for interviews.
2. Attracting will maximize the possibility that a person will "show" for the interview.
3. Inform the person of the who, what, when, where, how, and why of the interview.
4. Add a personal note to communicate the possible benefits of the interview for the client.
5. Watch your "no shows" decrease.

### Self-Assessment

Ask trainees to turn to page 24 of their workbook and complete the self-assessment guide.

27

# Step II - Planning the Interview

## Definition of Planning

### Page 25 of Workbook

1. Planning refers to formulating a program of action for the interview.
2. Planning involves determining objectives and developing strategies to achieve those objectives.
3. The result of Planning is the development of one or more of the following types of objectives with discussion topics to achieve those objectives:
   a. General objectives - objectives that you would want to achieve with every person. Page 25 of the Participant's Workbook presents a partial list of some general objectives for the initial interview.
   b. Specific objectives - objectives developed for a specific person. These are individualized objectives that may not be appropriate for everyone. Page 25 of Participant's Workbook presents examples of possible specific objectives.
   c. Moment-to-Moment objectives - general and specific objectives are established prior to the interview. Moment-to-Moment objectives are those objectives that arise as a result of interaction during the interview. They are not planned beforehand. As a result of interaction during the interview you may become aware of a very important topic that needs to be explored. Hence, your objective becomes to explore such topics in depth and in a systematic fashion. The exploration of personal adjustment problems often becomes a Moment-to-Moment objective. Page 25 of Participant's Workbook presents examples of possible Moment-to-Moment objectives.
4.
5.
6.

## Rationale or Importance of Planning

### Page 25 of Workbook

Present the following:

1. Planning facilitates the information exchange process during the interview, whereas the absence of Planning retards that process.
2. The absence of effective Planning actions results in wasted time, inadequate information, and possible damage to rapport.

or ask:

1. Why is Planning important? What would you hope to accomplish by Planning? List the results of Planning.
2. What would you expect to happen in the absence of Planning? List the results of poor Planning.

## Guidelines for Effective Planning

**Page 26 of Workbook**

1. Develop a general "game plan" which will guide your activities no matter who is being interviewed.

   **Elaboration by Trainer:**
   There are certain topics that need to be discussed with everyone during an interview, especially an initial interview. There are also objectives that are appropriate for every interview. Be aware of these objectives and discussion topics and develop your "game plan" accordingly. A suggested guide for developing this plan is found on the top of page 27 of the Participant's Workbook. The rest of page 27 of the Participant's Workbook presents an example in condensed form of how this is carried out in an initial interview.

2. Develop specific objectives for each person as appropriate.

   **Elaboration by Trainer:**
   Oftentimes you may have information about the person prior to the interview (e.g., from referral source, old files, personal knowledge). Hence, you may be able to develop specific objectives for that individual person that would not be objectives to achieve with everyone.

3. Allow your general and specific pre-interview objectives to be moderated by moment-to-moment objectives that develop during the interview.

   **Elaboration by Trainer:**
   Stay attuned to what the person is experiencing. A Moment-to-Moment objective may take precedence over a general or specific objective. The discussion of personal adjustment problems may arise during the course of the interview. Explore them in depth even though not planned for. Attending to Moment-to-Moment objectives will have a lot to do with the success you will have in achieving your general and specific objectives.

4. Do not become so involved in the content of forms that you miss what is really being communicated. Be aware of what is happening with the person and respond appropriately.

   **Elaboration by Trainer:**
   This guideline is very much related to the preceding one. Oftentimes there are many forms to be completed, especially during the initial interview. In fact, your primary "game plan" may consist of only the objective to complete forms. Hence, you can get so involved in achieving that goal that you forget you have a "person" there. Respond **first** to the person. Make every effort to keep your interview person-oriented as opposed to form-oriented.

5. Develop interview objectives and strategies in written form. Do not rely on your memory for all topics that should be discussed.

   **Elaboration by Trainer:**
   Experienced interviewers may scoff at this guideline but it is still a principle worth thinking about. It is very easy to forget a relevant topic in the absence of a written step-by-step plan. That is why most people have a shopping list before going grocery shopping. They may know exactly what they want. But how many of you have forgotten a very important item in the absence of a grocery list? Airline pilots also utilize a "checklist" when preparing the plane for take-off. Imagine the consequences of forgetting an important item there. Most of you may know exactly what needs to be discussed during an interview. Writing it down ensures its coverage. It very well may save a great deal of time in the long run. Taking the time to record your plan is an efficiency step.

6. Review objectives prior to each interviewee contact.

   **Elaboration by Trainer:**
   A review of interview objectives prior to the person's arrival should provide purpose and direction for the subsequent interview interaction. This will help you know exactly what you want to discuss to accomplish your objectives.

7. Inform the interviewee of the interview objectives.

   **Elaboration by Trainer:**
   By reviewing your "game plan" prior to the interview, you become aware of all the topics you want to discuss. When you inform the interviewee of those objectives, the person becomes aware of what needs to be covered during the interview. The result may be that the interviewee learns to approach the interview in the same goal-oriented systematic manner as you. The chances that all topics will be covered will thus be enhanced.

8. Be flexible. Do not rigidly and inflexibly impose your "game plan" on the interviewee.

   **Elaboration by Trainer:**
   There is a difference between being systematic and being rigid. The best "game plan" in the world may go out the window once the person arrives. All your written objectives may have to wait as a result of a more important moment-to-moment objective. Remember, stay attuned to your interviewee and systematically, but flexibly, achieve your objectives.

Ask trainees to suggest other guidelines for Planning the interview. Discuss each.

9.

10.

11.

## Demonstrate Ineffective Planning

Tell trainees they can turn to page 3 of Typescript Manual and follow typescript as you play an excerpt from one of Tom James' interviews. At the conclusion of the excerpt ask trainees to complete Exercise 1 on page 28 of Workbook.

## Demonstrate Effective Planning

Tell trainees they can turn to page 9 of their Typescript Manual and follow the typescript as you plan an excerpt from another Tom James interview. At the conclusion of the interview ask trainees to complete Exercise 2 on page 29 of Workbook.

## Practice Planning

Trainees will now begin to develop a "general game plan" for an initial interview. Instruct them to do the following exercises:

1. Turn to Workbook, page 30, and complete Exercise 3. Following completion of that exercise, discuss objectives as a total group.
2. Have trainees complete Exercise 4 on page 31. Following completion, discuss as a total group.
3. Turn to Workbook, page 32, and complete Exercise 5. Following completion, discuss as a total group.
4. Trainees should now have at least a tentative plan for an initial interview. Point out that what they have in their plans are general objectives. They may develop some additional, specific objectives and additional topics to discuss in order to achieve those specific objectives based on the information they have about the particular person they will be seeing.
5. Inform trainees that the remainder of the program will consist of discussing those things that will help them carry out the systematic format presented on pages 30, 31, and 32.
6. For example, point out that you have already covered two important areas under the heading "What is the most effective and efficient way to exchange information and achieve objectives." Those are (a) Attract the interviewee, motivating him/her to come to the interview, and (b) Plan the interview. Knowing what you are after will certainly enhance your chances of getting it.

## Additional or Alternate Planning Exercise

## Summary of Planning

1. Planning allows you to develop an interview plan that includes the objectives and strategies for achieving those objectives.
2. Three different types of objectives were discussed.
3. Planning allows you to provide direction to the interview and ensure effective interviewing.
4.
5.
6.

### Self-Assessment

Ask trainees to turn to page 33 of their workbook and complete the self-assessment guide.

# Step III - Structuring the Interview Setting

## Definition of Structuring

Page 34 of Workbook

1. Structuring refers to arranging contextual variables so that they facilitate rather than retard the information exchange process.
2. Arranging the immediate setting of the interview so that it will be most conducive to the exchange of information.
3. Arranging the environment in such a way that interest in the interviewee is communicated.
4.
5.
6.

## Rationale or Importance of Structuring

Page 34 of Workbook

Present the following:

1. Physical arrangement of the interview setting can facilitate or retard the exchange of information.
2. Physical dimensions of the helping setting are related to whether the interviewee initiates and invests him/herself in the information exchange process.

or ask:

1. Why is Structuring important? What can be achieved by Structuring activities? List the results of effective Structuring.
2. What would be the consequences of poor Structuring? List the results of ineffective Structuring actions.

33

## Guidelines for Facilitative Structuring

**Page 35 of Workbook**

1. Arrange furniture so as not to have physical barriers between you and the interviewee. Place chairs opposite each other.

   **Elaboration by Trainer:**
   A desk is helpful when completing forms, but try to arrange your chair, the interviewee's chair, and the desk so as not to have the other person sitting across from you on the other side of the desk. Barriers between you and the person you're interviewing may become a barrier to open communication and retard the information exchange process. Barriers most often communicate negative rather than positive things. Along with eliminating a possible barrier to open communication, this will allow you to observe the person more fully, a topic that will be discussed in depth later.

2. Whenever possible have chairs of same or similar type and of equal height.

   **Elaboration by Trainer:**
   Have you ever noticed the difference in chairs in most helping professions? Usually the interviewer has a large, padded, swivel chair and the interviewee has a small straight-backed unpadded one. What do you suppose might get communicated to the interviewee with that kind of chair arrangement? To avoid negative communication try to have your chairs of similar type and equal height. This communicates a sense of equality and partnership and will enhance the achievement of objectives.

3. Assure that furniture is comfortable.

   **Elaboration by Trainer:**
   If the interviewee is very uncomfortable, he/she may be more intent on getting the interview over with than exchanging information. Whenever it is in your power, see to it that your furniture facilitates the information exchange process and does not retard it.

4. Control noise or distracting variables, phone calls, knocks at the door, outside noise, etc.

   **Elaboration by Trainer:**
   Try to prevent the information exchange process from being interrupted. Utilize "DO NOT DISTURB" signs, have secretary hold calls, etc. Also close windows if necessary to control outside noise. Do not have the interviewee competing with distractions.

5. Provide a meeting place where confidentiality can be assured.

   **Elaboration by Trainer:**
   Do not expect the interviewee to provide a great deal of meaningful and relevant personal information in a meeting place where confidentiality is lacking. Since much information of a personal nature is often needed in your interviews to achieve objectives, interview the person in a setting conducive to confidentiality.

6. Put away things you do not wish the interviewee to see.

   **Elaboration by Trainer:**
   Files of other persons, papers, forms, medical and psychological reports, your lunch, Playboy, Playgirl, etc. should be put away prior to the interviewee entering your office if you do not want him/her to see them. Keep your desk clear of anything that might distract the person and interfere with the information exchange process.

7. Control temperature within the interview setting.

**Elaboration by Trainer:**
The interviewee should be made as comfortable as possible. An interview setting that is too hot or too cold is not conducive to exchanging information.

8. Control lighting within the interview setting.

**Elaboration by Trainer:**
The interview setting should be as pleasant as possible. Proper lighting can facilitate the information exchange process whereas poor lighting may not.

9. Be sure the interview setting is accessible.

**Elaboration by Trainer:**
Check to be sure the interviewee can get into your office. Look for obstacles in the aisle. Remove boxes, arrange file cabinets, etc. so that the interviewee will not be bothered with running an obstacle course.

10. Personalize the interview setting.

**Elaboration by Trainer:**
Attempt to create a warm setting as opposed to a cold-hard one. Decoration is one way you might do that. If you usually interview people with similar backgrounds and taste your decorations might reflect the person's frame of reference and make him/her feel welcome and relaxed.

11. Structure the interview time.

**Elaboration by Trainer:**
Be sure sufficient time is allowed to achieve your interview objectives. Be aware of scheduling, and avoid scheduling too many people for too short a period.

Ask trainees to suggest other guidelines for Structuring the interview setting. Discuss each.

12.

13.

14.

## Demonstrate Ineffective Structuring

Ask trainees to turn to page 36 of their workbook and complete Exercise 1.

## Demonstrate Effective Structuring

Ask trainees to turn to page 37 of their workbook and complete Exercise 2.

## Demonstration Ineffective Structuring

Play tape of structuring Exercise 3 demonstrating ineffective structuring, an excerpt from one of Tom James' interviews. Ask trainees to turn to page 38 of workbook and list examples of poor structuring. Trainees will probably note the following:

1. Outside noise
2. Phone ringing
3. Interruptions

## Demonstration Effective Structuring

Play tape of structuring Exercise 4 demonstrating effective structuring, another excerpt from Tom James' interview. Ask trainees to turn to page 38 of their workbook and compare and contrast this interview segment with the preceding one. Trainees will probably note the following about the latest interview segment:

1. No outside noise
2. Phone does not ring
3. No interruptions
4. Information exchange is not impeded

## Practice Structuring

Direct trainees to Exercise 5 on page 38 of their workbook.

## Additional or Alternate Structuring Exercises

## Self-Assessment

Ask trainees to turn to page 39 of their workbook and complete the self-assessment guide.

## Summary of Systematic Interview Programming

**Page 40 of Workbook**

1. Systematic Interview Programming refers to Attracting the Interviewee, Planning the interview, and Structuring the interview setting.
2. This allows you to engage the interviewee, create a climate that fosters the information exchange process, and guide the interview in a systematic fashion.
3. If you do this effectively, the chances of the interviewee showing are enhanced, direction will be provided to the interview, and time will not be wasted. Objectives will be achieved and the interviewee will feel at ease and want to exchange information.
4. The absence of or poor interview programming may result in: (1) the interviewee not showing, (2) wasted time, (3) the interviewee being "turned off," (4) many distractions, (5) the information exchange process being retarded, and (6) failure to achieve your objectives.

### Point

This section has presented some of the important ingredients for effective interviewing. A format for programming an interview for success has been offered. That format is:

1. What are my objectives for this interview?
2. What information does the interviewee need to achieve those objectives?
3. What information do I need to achieve those objectives?
4. What is the most effective and efficient way to go about exchanging this information and achieving my objectives?

The remainder of the training program is designed to assist you in implementing the above format. The next section, on information exchange, will help you determine the topics that should be discussed during an interview. Subsequent section, exchange information via non-verbal interaction techniques and verbal responding, will focus on how to go about that process in the most effective and efficient way.

5. You now have one more answer to the question on page 32 of your workbook. What is the most effective and efficient way to exchange information? That answer is—Structure the interview setting.
6. Page 41 of your workbook indicates how the Systematic Interviewing format has been implemented thus far.
7. Let's turn our attention to Questions 2 & 3—What information does the interviewee need and what information do you need?

## Section IV

# Information Exchange During the Interview Process

# Information Exchange During the Interview Process

## Introduction to Trainer

This section provides an extension of the planning discussion and focuses on the two aspects of information exchange—information dissemination and information collection. The definitions, rationale, and objectives of information exchange are presented and then information exchange is divided into: Step I, information dissemination and Step II, information collection. Each step is defined and the rationale and objectives presented. Effective and ineffective application of those guidelines are demonstrated and contrasted, and trainees receive the opportunity to practice each step. The objectives of this section are:

1. To emphasize the importance of information dissemination.
2. To teach the types of information that are helpful during the interview.
3. To teach a helpful style of disseminating information.
4. To teach the types of information necessary to collect during an interview.
5. To teach a helpful information collection style.

When presenting material from this section, utilize only those points under each major category that you deem appropriate for your group.

## Definition of Information Exchange

### Page 45 of Workbook

1. Information exchange refers to the process of collecting information from the interviewee and disseminating information to the interviewee.
2. It is the process of reducing the blind, hidden, and unknown dimensions of information awareness and increasing the known dimension leading to the achievement of objectives.
3.

## Rationale or Importance of Information Exchange

### Page 45 of Workbook

1. The exchange of information plays a major role in the interview. Only through effective information exchange can you achieve your goals.
2. If you are to help the interviewee, you will need a great deal of information from the interviewee.
3. In order to become fully involved in the helping process, the interviewee will need a great deal of information from you.
4. Your goals and objectives can only be accomplished through effective information exchange.
5.

## Objectives of Information Exchange

### Page 45 of Workbook

1. To achieve one's objectives for the interview.
2. To give the interviewee the information necessary for achieving those objectives.
3. To get information from the interviewee that is necessary for achieving those objectives.

# Step I - Information Dissemination

## Definition of Information Dissemination

### Page 46 of Workbook

1. Information dissemination refers to the process of giving the person you are interviewing information that is not readily available to him/her.
2. Information dissemination includes both the kinds or types of information useful to that person and the style and manner in which it is given.
3. Types of information that may prove useful to the interviewee will vary depending on the specific interview involved. However, during the initial contact with the interviewee the following major categories of information might prove helpful.
    a. A description of your agency/organization/section and its role and function as it relates to the interviewee.
    b. A description of your role and function.
    c. The interviewee's rights.
    d. The interviewee's responsibilities.
4. Information dissemination style refers to a manner of giving information that encourages the other person's participation and involvement.

## Rationale or Importance of Information Dissemination

### Page 46 of Workbook

1. Information dissemination effectiveness will have a lot to do with the degree to which the interviewee invests him/herself in your program.
2. Information dissemination effectiveness should positively influence interviewee motivation.
3. Information dissemination effectiveness helps to humanize the interview process by involving the interviewee more in that process.
4. The degree of information dissemination effectiveness can retard or facilitate your rapport with the interviewee.

**Do Following Exercise to Demonstrate the Importance of Information Dissemination**

To demonstrate the importance of information dissemination and the impact it may have on interviewee motivation and the interviewer/interviewee relationship, I would like for you to really get yourself into the following situation. Just sit back, relax, and listen to the following:

> You are in your office and you receive a call from the State Capitol, Office of Mr. Smith, Director of all Agency Personnel Transportation. Mr. Smith informs you that you have been selected, based on your profile, for referral to a new Federal Agency. You are to report to a Dr. Fairface, who is the agency's local restoration analyst. You try to get a little more information, but Mr. Smith maintains he's not entirely familiar with the new agency. He does assure you that working with them is in your best interest. He says that basically they are concerned with placement and replacement of state employees such as yourself in an effort to help people realize social gain and their maximal human potential.

You meet with Dr. Fairface the following day for an initial interview. On page 47 of your workbook is a summary of what you found out and were instructed to do during your first meeting. **Review page 47** of your workbook and then **use page 47** to write down additional questions you would have and any personal reactions you might have to such a meeting.

**Instruction to Trainer:**

Allow time for participants to review the Summary of Meeting Form and to write down the questions they might have.

Request that the participants report the questions they would have and their reactions to such a situation—facilitate discussion and identify parallels with their initial interviews.

Possible Points that might be made:

1. There are many parallels between this situation and your initial interviews.
    a. Being selected for referral to an unknown agency/organization/section.
    b. The confusing agency terminology "referral status."
    c. Your title (e.g., social worker, evaluator, counselor, psychologist)
    d. "Helping" agency
2. Knowing "how much" and "what kind" of control any intervening force has over you is very important.
3. Any security is better than no security.
4. Another person's idea of self-improvement may not appeal to you.

## Objectives of Information Dissemination

### Page 47 of Workbook

1. To give the interviewee information that may not be readily available to him/her from other sources.
2. To involve the interviewee in the decision making process.
3. To promote independence.
4. To encourage motivation.
5. To enhance rapport.

## Guidelines for Facilitative Information Dissemination

**Page 48 of Workbook**

**Note to Trainer:**
You may want to divide the group into triads and assign each a guideline with the task of developing an example of how to apply that guideline in a specific situation.

The first 5 guidelines pertain specifically to your initial contact with the interviewee. The remaining guidelines pertain not only to the first interview but to all subsequent interviews.

1. Explain the role and function of your agency/organization/section.

   **Elaboration by Trainer:**
   The purpose of this guideline is to ensure that the person you are interviewing has a general understanding of your agency/organization/section and can make an adequate decision as to whether or not he/she can be best served by your agency/organization/section. This might include discussing, as appropriate, such topics as:

   a. Your agency/organization/section's goals and objectives.

   b. Any eligibility criteria required of your agency/organization/section.

   c. The services offered by your agency/organization/section and how they might benefit the person.

2. Explain how or why the person was referred to your agency/organization/section, if appropriate.

   **Elaboration by Trainer:**
   Remember your experience with Dr. Fairface, and when appropriate explain to the interviewee how/why they were referred to your agency/organization/section.

3. Explain your role and function.

   **Elaboration by Trainer:**
   You very well may play many roles and perform many functions that relate to the person you are interviewing. Examples of possible roles you might play include:

   a. Advocate

   b. Provider of services

   c. Arranger of services

   d. Team member

   Whatever your roles and functions are, facilitate the person's understanding of what you do that relates to him/her.

4. Explain the confidential nature of your relationship with the person.

   **Elaboration by Trainer:**
   Confidentiality may be an important issue to the interviewee. It is important for the person to know the limits of confidentiality regarding information collected during the interview. Failure to provide this information can result in much information of a personal nature being withheld.

5. Provide the interviewee with information regarding his/her rights.

   **Elaboration by Trainer:**
   This information may have a lot to do with how much the person gets involved in your program. If he/she has rights such as the following, explain them to the person.

   a. Right to appeal and the appeal process
   b. Right to administrative review and the review process
   c. Grievance procedures
   d. Civil rights
   e. Other

6. Explain the contents of any form the interviewee is asked to sign.

   **Elaboration by Trainer:**
   Inform the person of the purpose of each form and why their signature is necessary.

7. Explain any actions and responsibilities required of the interviewee by your agency/organization/section.

   **Elaboration by Trainer:**
   This includes the what, why, when, where, and how of any actions or responsibilities of the person. Such information makes the actions more purposeful and may enhance the chances of the person carrying out those actions.

8. Ensure that your information dissemination is a vehicle for promoting independence and involvement.

   **Elaboration by Trainer:**
   When providing information, your primary responsibility is to better prepare the person to make appropriate decisions. Therefore, avoid providing inaccurate or incomplete information and being selective or biased in your presentation of information. Remember the person has a choice, so provide information within a choice context.

9. Communicate information at the interviewee's level of understanding.

   **Elaboration by Trainer:**
   When communicating information to the person utilize language that corresponds with his/her background. Avoid using confusing terminology, jargon, etc.

10. Avoid presenting too much information at "one shot" during the interview.

    **Elaboration by Trainer:**
    Too much information presented at one time can overwhelm a person. Too much would be considered that amount which exceeds what the particular person can assimilate at one shot.

11. Provide information in a well-timed fashion.

    **Elaboration by Trainer:**
    Information will be inappropriate if not given at the right time.

12. Make sure that the interviewee has understood the information provided.

    **Elaboration by Trainer:**
    You may ask the person to "feedback" his/her interpretation of information provided or use some other approach to determine the interviewee's level of comprehension.

13. Summarize the significant content of the interview discussion as the interview approaches its end.

    **Elaboration by Trainer:**
    Via this summary, it should be made clear to the person you are interviewing those steps which you have agreed that you will take and that he/she will take prior to your next interview. The purpose of subsequent interviews should also be touched upon in this summary.

Ask trainees to suggest other guidelines for effective information dissemination. Discuss each.

14.

15.

16.

## Demonstrate Non-Facilitative Information Dissemination

1. Play tape/slide presentation of non-facilitative information dissemination.
2. Ask trainees to do Exercise 1 on page 49 of their workbook.

## Demonstrate Facilitative Information Dissemination

1. Play tape/slide presentation of facilitative information dissemination.
2. Ask trainees to do Exercise 2 on page 50 of their workbook.

## Practice Information Dissemination

### A. Expanding Game Plan

1. Ask trainees to return to the plan they are developing for an initial interview on page 30 of their workbook. Instruct them to add any topics to the "information to give to interviewee" that were not included and they now see as necessary.

### B. Role-Play

1. Ask trainees to pick one or two topics to practice disseminating in pairs.
2. Pair trainees and allow about 2-3 minutes for practice.
3. Switch roles and repeat.

# Summary of Information Dissemination

Direct Trainees to page 51 of their workbook

## Review of Guidelines for Information Dissemination

In summary, the following information dissemination guidelines can be considered when disseminating information to the interviewee during the initial and subsequent interviews.

1. Information is to be provided to the person to promote independence and to involve the person in the decision making process. The interviewee becomes better prepared to make appropriate decisions when he/she has sufficient information with which to make those decisions.
2. Specific information needed by the person you are interviewing might include:
    I. The role and function of your agency/organization/section
        a. What it is
        b. What it is not
        c. Eligibility criteria, if any
        d. Eligibility process
        e. Services provided
        f. Potential contribution of services for reaching objectives
        g. The referral process
    II. Your role and function
        a. As an arranger/coordinator of services
        b. As a direct provider of services
        c. As an advocate
        d. As a team member
    III. Confidentiality
    IV. Rights of the person being interviewed
        a. Right of appeal
        b. The appeal process
        c. Right to administrative review
        d. Civil rights
    V. Responsibilities of the person being interviewed
    VI. Other
3. The manner in which information is disseminated is important. Hence, judgement is called upon to consider such things as:
    a. Language level used
    b. Amount of information
    c. Timing of information
4. Finally, a summarization of the significant content of the interview discussion might prove helpful to both you and the person interviewed.

## Information Dissemination

**Turn to page 52 of Workbook**

| | |
|---|---|
| **What It Is:** | Providing interviewee with information or data that are not readily available to him/her. |
| **What It Does:** | Enhances interviewee's decision making ability and facilitates effective joint planning. |
| **Why It Works:** | Reduces the blind dimension of interviewee's knowledge and facilitates a positive relationship. |
| **How To Do It:** | Know the type of information needed by the person and provide it while attending to: Lanauage used, amount given, and timing. |
| **When and Where To Do It:** | Throughout your contact with the interviewee, with special emphasis on the early phase and especially the initial interview. |

## Self-Assessment

Ask trainees to complete self-rating guide on page 53 of their workbooks.

# Integrating the Components

## Page 54 of Workbook

Utilize the relevant information awareness matrix and the Systematic Interview Programming Format to discuss where you have been and where you are going in the training program.

**A. Systematic Interview Programming Format**—From the Interviewer's Perspective

1. A review of the component just covered has helped you focus on question number two: What information does the interviewee need to achieve objectives and to some degree question number 4: What is the most effective and efficient way to exchange information. See page 54 of workbook.
2. When we talked about specific types of information such as role and function of your agency, your role and function, the interviewee's rights and responsibilities and the various topics and subjects that provide the interviewee with information needed for him/her to participate in the decision making process and become an active involved partner in your interview, we helped answer question number 2. Hopefully you have realized the importance of effective information dissemination and have expanded your plan you are developing on page 30 of your workbook.
3. When we talked about styles of disseminating information we helped answer question number 4. By attending to language level used, amount of information in one shot, timing of information, making sure interviewees understand information, and summarizing toward the end of the interview, you ensure that your information dissemination is a vehicle for promoting interviewee involvement and independence.
4. Let's see what effect this has on the information awareness matrix.

**B. Relevant Information Awareness**—From the Interviewee's Perspective

1. Explain: Your objective for the interview is to expand the known dimension of information awareness. That is done by decreasing the blind, hidden, and unknown dimension.
2. Information dissemination effectiveness will facilitate the reduction of the person's blind dimension by making known that information that has been blind to him prior to the interview.
3. Following effective information dissemination the information awareness matrix might look like the one on page 55 of your workbook.
4. It is now time to turn our attention to reducing the hidden dimension of relevant information awareness. The interviewee has a great deal of information hidden from us at the onstart of the interview.
5. That process is facilitated by focusing on question number 3 of the Systematic Interview Programming Format—What information do I need from the interviewee to achieve objectives?

# Step II - Information Collection Effectiveness

## Definition of Information Collection Effectiveness

**Page 56 of Workbook**

1. Information collection effectiveness is defined as the process of gathering information from the interviewee to help achieve objectives.
2. Emphasis is placed on the quality and not just quantity of information. It is the quality that serves as the criterion of information collection effectiveness. Quality involves, to some degree, quantity and style of gathering important information.
3. Therefore, emphasis will be placed on being selective in the information sought. Although it is rather easy to advocate a process of selective information collection, it is difficult to implement in practice. It requires a type of "clinical intuition."
4. "Clinical intuition" can be thought of as the ability to sort information, integrate such, formulate new questions, and proceed with the interviewee on the basis of still existing informational gaps until you think that you have obtained an optimal interview-based understanding of the interviewee.

## Rationale or Importance of Information Collection Effectiveness

**Page 56 of Workbook**

Present the following:

1. You are responsible for "getting to know" the person you are interviewing. In order to do so, much information must be collected from him/her. Early interviews are very important stages for information collection, since at these points the interviewee has an opportunity to present his/her problem(s)/expectations and provide much relevant background information necessary for the achievement of your goals and objectives.
2. It is stressed that the greater the amount of relevant information acquired during the interview, the better you will be able to determine unanswered questions later, which must be answered to achieve your goals and objectives.
3. Unnecessary information gaps about the interviewee at the end of the interview can result in (a) the failure to realize the importance of arranging for certain types of services you have available, and (b) the subsequent failure to meet goals and objectives.

or ask:

1. Why is Information Collection Effectiveness important? What would you hope to accomplish by being an effective information collector during the interview? List the possible results of effective Information Collection.
2. What would you expect to happen in the absence of effective Information Collection? List the possible results of poor Information Collection.

# Guidelines for Facilitative Information Collection

**Page 57 of Workbook**

1. Know what you want to achieve during the interview.

   **Elaboration by Trainer:**
   This refers back to the planning aspect of systematic interview programming and simply means, know what your objectives are and the topics you need to discuss in order to achieve those objectives.

2. Review any available pre-interview information on a person prior to the interview. That review of already available information can provide a basis for developing an interview plan for a particular person.

   **Elaboration by Trainer:**
   Pre-interview information can facilitate the development of specific objectives. Such a review will cue the interviewer: (1) to what he/she already knows that need not be discussed further, (2) to what he/she already knows that should be discussed further with the person, and (3) to untapped areas of information which still must be explored. From this information, a plan can be developed. In the total absence of an interview plan, time is wasted as direction will "develop" during the interview.

3. It is unnecessary to collect every conceivable piece of information about the interviewee in order to get a full understanding of him/her.

   **Elaboration by Trainer:**
   You would be operating in an inefficient manner and creating an unnecessary burden for yourself if you attempted to collect every conceivable piece of information about the person. Some information will simply be irrelevant and some can be inferred from other information. Think of each piece of information as analogous to a piece of a jigsaw puzzle and the distinct picture yielded by the completed puzzle as analogous to an accurate understanding sought via the integration of all information available to the person. It is obvious that not every piece of the jigsaw puzzle is necessary for the puzzle assembler to draw the picture which the puzzle will yield. Some puzzle pieces are totally unnecessary to achieve such a task, some are of minor importance because their content can be fairly accurately inferred from the partial picture yielded by the interlocking of several other puzzle pieces. This is also the case when it comes to independent pieces of information and the development of an accurate understanding of the interviewee.

4. A piece of information is important to collect if it will help you understand the interviewee.

   **Elaboration by Trainer:**
   The significance of a piece of information is determined by its effect on your ability to make differential predictions regarding:

   1. likelihood of successful completion of your program and interviewee satisfaction,
   2. potential difficulties which might arise,
   3. interventions necessary for overcoming such difficulties, and
   4. probability of the success of such interventions overcoming difficulties.

5. Avoid a "facts with minimum meaning" information collection approach.

**Elaboration by Trainer:**
Much of your time allocated for information collection could be wasted if a "facts with minimum meaning" approach is utilized. A major problem inherent in the "facts with minimum meaning" approach is that you obtain a partial picture of the interviewee in a significant topic area. As a result, erroneous deductions can lead to a failure in your program. Guideline number 6 can help you avoid a "facts with minimum meaning" approach.

**Note to Trainer:** Solicit a topic area from trainees and demonstrate a "facts with minimum meaning" approach.

6. Facts often gain in significance through additional exploration of related interviewee feelings, actions, and thinking.

**Elaboration by Trainer:**
Behaviorally orient your interview by exploring the person's thinking, feeling and actions that relate to the facts being gathered. Regardless of the topic area being explored, if you attend to how the person feels, what he/she thinks, and the actions he/she is performing or not performing those facts will gain in significance.

**Note to Trainer:** Using an example from 5, demonstrate how to explore the person's feelings, thoughts, and actions as they relate to the topic area.

7. Systematic exploration of relevant topic areas during the interview increases the likelihood that you will obtain "factual information with maximum meaning."

**Elaboration by Trainer:**
Systematic topical exploration occurs when you tend to focus on a topic until it has been optimally discussed or until the interviewee initiates a topical switch. The opposite of systematic topical exploration would be the shotgun approach characterized by frequent jumping from topic to topic. A review of your "game plan" prior to the interview can reduce the likelihood of the shotgun approach occurring and can help prepare you to systematically guide the interviewee to and through relevant areas of discussion.

8

8. You will more likely learn more relevant information about the interviewee if, while interviewing, you often covertly ask yourself questions about the person which tend to guide your focus. For example:

   a. "What do I know about the interviewee?"

   b. "What do I need to know about the interviewee?"

**Elaboration by Trainer:**
When talking with a person, ask yourself questions about him/her whose answers appear necessary for an optimal understanding of the person. Those questions tend to provide direction for guiding the interview interaction. They aid you in knowing where you are (what you know already and what you still need to know) in the information collection process and where to proceed next. Covert questions act as a guide to your overt information collection behavior in such a way that the probability of achieving an optimal understanding of the interviewee is greatly increased. This facilitates the development of moment-to-moment objectives mentioned in the section about planning.

In the total absence of relevant covert questions, relevant topics are more likely to be discussed in a shotgun approach. That often results in:

1. failure to explore any particular topic in depth, and
2. difficulty in summarizing and documenting what you know and what you need to know on any particular relevant topic.

9. Use questions with moderation during the interview.

**Elaboration by Trainer:**
You need not apologize for asking the interviewee questions. Appropriate questions can facilitate exploration of the significance of past and present events which might otherwise have been ignored by the interviewee. In addition, questions can help the person to think that he/she is considered as the most reliable source of information about him/herself. However, use the direct question approach in moderation. When questions are used in moderation, the interviewee is more likely to perceive you as an "interested partner" rather than a "grand inquisitor."

10. When you already have information about the interviewee, pretending not to possess such can be counter-productive.

**Elaboration by Trainer:**
Violation of this rule can undermine the interviewer/interviewee relationship by creating a situation where interviewee cooperation is reduced as a result of lack of trust. Such behavior can also lead to you being perceived by the interviewee as a "grand inquisitor" or a type of "government investigator."

Ask trainees to suggest other guidelines for Effective Information Collection. Discuss each.

11.

12.

13.

## Demonstrate Non-Facilitative Information Collection

1. Play tape/slide demonstration of non-facilitative information collection.
2. Ask trainees to do Exercise 1 on page 58 of their workbook.

## Demonstrate Facilitative Information Collection

1. Play tape/slide demonstration of facilitative information collection.
2. Ask trainees to do Exercise 2 on page 59 of their workbook.

## Practice Information Collection

**A. Developing Information Collection Topic Areas**

1. Trainee discussions: Turn to page 60 of your workbook and develop major Information Collection Categories and sub-topics to discuss for your initial interview.
2. An example of a Rehabilitation Counseling initial interview is illustrated on page 61.
3. Following completion of exercise, allow trainees to share their topics with other trainees who have similar job roles.

**B. Expanding Game Plan**

Ask trainees to reexamine the plan developed for an initial interview on page 30 of their workbook. Instruct them to add any topics to the "information to get from interviewee" that were not included but seen as necessary now.

**C. Role-Play**

1. Ask trainees to pick one or two topics to discuss in a role-play situation.
2. Pair trainees and allow about 3-4 minutes for practice.
3. Switch roles and repeat.

## Summary of Information Collection

Direct trainees to turn to page 62 of their workbook.

### Review of Guidelines for Information Collection

Often it is helpful to obtain a comprehensive understanding of the interviewee during the interview. That understanding is greatly a function of your ability to achieve the objectives found in your interview plan. Although, you do not have to collect every conceivable piece of information about a person, obtain as much information as possible relevant to the achievement of your objectives.

More relevant information will be yielded through your interviews if you:

1. Can discriminate between relevant and irrelevant information to collect,
2. Have a pre-intake interview plan,
3. Systematically explore relevant topic areas,
4. Ask relevant questions at appropriate times but do not act like a "grand inquisitor,"
5. Avoid a "facts with minimum meaning" information collection approach,
6. Facilitate the development of rapport by allowing the interviewee sufficient freedom to express him/herself within a logically structured interview. How to do that will be the focus of our next two sections—Non-Verbal and Verbal Interaction Techniques.

### Self-Assessment

Ask trainees to complete self-rating guide on page 63 of their workbooks.

# Integrating the Components

Utilize the Systematic Interview Programming Format and the Relevant Information Awareness Matrix to discuss where you have been and where you are going in the training program.

**A. Systematic Interview Programming Format**
Direct trainees to page 64 in workbook.

1. The component just completed has helped you focus on question number 3 and to continue your focus on question 4.
2. The development of major information collection topic areas and sub-topics to discuss have hopefully allowed you to expand the plan you are developing on page 30 of your workbook.
3. Some of the things discussed in this component that have helped you answer question 4 include the suggestions to be selective when collecting information, avoid a facts with minimum meaning information collection approach, be systematic, and use questions in moderation.
4. Let's see how this affects the information awareness matrix.

**B. Information Awareness Matrix**

1. Again your objective is to expand the known dimension of relevant information awareness. You have already reduced the blind dimension by giving the interviewee information needed to involve him/her in the process.
2. By following the guidelines in the Information Collection Component you reduce the hidden dimension of relevant information by collecting information from the interviewee that will help you achieve your objectives.
3. Following both effective information dissemination and collection, the information awareness matrix might now look like the illustration on page 65 of your workbook.
4. Information that is known by both the interviewer and interviewee has now increased a great deal by decreasing the information that is not known by the interviewee and interviewer. This facilitates a joint effort in achieving goals and objectives and allows helping to be a partnership affair.
5. It is now time to continue focusing on question 4 of the Systematic Interview Programming Format and to examine how we exchange information with the interviewee in non-verbal ways.

### Section V

# Exchanging Information Via Non-Verbal Interaction Techniques

# General Introduction to Section V

## Exchanging Information Via Non-Verbal Interaction Techniques

### Introduction to Trainer

This section presents the definition, rationale, and objectives of Non-Verbal Interaction Techniques that are used to exchange information during the interview. Then, for training purposes, Non-Verbal Interaction Techniques are presented in four steps: Positioning, Observing, Listening, and Organizing. Each step is presented by defining each concept, stating its rationale and objectives, and suggesting principles for carrying out each step in an effective manner. Facilitative and non-facilitative use of the techniques are contrasted and discussed and trainees are given the opportunity to practice and receive feedback on their use of the techniques. The objectives of this section are:

1. To introduce and define a set of Non-Verbal Interaction Techniques that serve to initiate the helping process and facilitate the exchange of information.
2. To teach trainees the skills of exchanging information in a non-verbal fashion.
3. To teach trainees the skills of facilitating the information process.
4. To demonstrate the effective use of Non-Verbal Interaction Techniques.
5. To contrast the impact of effective and non-effective use of Non-Verbal Interaction Techniques.
6. To allow trainees the opportunity to practice Non-Verbal Interaction Techniques.
7.
8.
9.

When presenting the material from this section, utilize as desired those points under each major category to achieve your own objectives with your particular group. Add points that will help you achieve your objectives. Utilize only those exercises for each step that seem most appropriate for your group. Beginning interviewers may benefit from all exercises whereas experienced interviewers may need less practice.

## Definition of Non-Verbal Interaction Techniques

### Page 69 of Workbook

1. Non-Verbal Interaction Techniques are a group of helpful behaviors that initiate, in the most helpful way, the information exchange process within an interview.
2. Techniques of exchanging information in a non-verbal fashion.
3. For training purposes, Non-Verbal Interaction Techniques are divided into four steps:
    a. Positioning - posturing the body.
    b. Observing - seeing the interviewee.
    c. Listening - hearing the interviewee.
    d. Organizing - labeling and describing what you have seen and heard and deciding and choosing how to verbally respond to the interviewee.
4.
5.
6.

## Rationale or Importance of Non-Verbal Interaction Techniques

1. Effective information exchange cannot occur unless the interviewee is engaged in a helpful process.
2. You and the interviewee must get involved in the process.
3. People tend to become more involved when they perceive you are concerned and really care for them. They tend to give pertinent and meaningful information more freely and are more ready to assimilate information given.
4. Non-Verbal Interaction Techniques often communicate one's basic attitude. A large advertisement was once displayed in a major air terminal which read "What we are speaks so loudly people cannot hear what we say." The same sign may be appropriate for your offices. Your basic attitude may have more to do with facilitating or retarding the information exchange process than any method or technique that may be employed.
5. From 60-80 percent of all interpersonal communication is non-verbal. Be aware of what you are communicating non-verbally and how it can facilitate or retard the information exchange process.
6. Non-verbal communication is a rich source of data about the person you are interviewing. Much information is collected via this means.
7.
8.
9.

## Objectives of Non-Verbal Interaction Techniques

1. To set the information exchange process in motion in the most helpful manner.
2. To disseminate information in a non-verbal fashion.
3. To collect information in a non-verbal fashion.
4. To prepare oneself to respond verbally at the most facilitative level.
5. To foster or enhance involvement in the helping and information exchange process.
6.
7.
8.

# Step I - Positioning Techniques

## Definition of Positioning

### Page 70 of Workbook

1. Positioning means assuming the best position possible for exchanging information.
2. Positioning refers to the way you hold your body during the interview.
3. Positioning is the act of arranging the different parts of the body into a posture that facilitates the information exchange process.
4. Positioning is the act of communicating information to the person you are interviewing that says you have my total attention.

## Rationale or Importance of Positioning

### Page 70 of Workbook

1. Facilitative Positioning will put you in a position that is most conducive to exchanging information.
2. Facilitative Positioning enables you to communicate to the interviewee that you are interested in him/her, that you are concerned about him/her, that you are "with him/her," and he/she has your total attention.
3. Facilitative Positioning puts you in the best position to collect information from the interviewee. It prepares you to carry out Steps II and III, Observing and Listening, in an effective manner.
4. Positioning is the basic stance of involvement. Without involvement, interaction would tend to be, at best friendly, and at worst, destructive.
5. Involvement is an attitude which communicates interest, concern, and a desire to help.
6. Without involvement, information exchange will be less effective.
7. Positioning says "I am fully available to you."
8. If a person thinks you are concerned and care about him/her, they will be more apt to share information and listen more to what you say. You will have more influence.
9. The first few minutes of contact with a person are critical as the pattern of interaction tends to become set during this time. Positioning helps set the pattern of interaction in a positive direction.
10.
11.
12.

## Objectives of Positioning

### Page 70 of Workbook

Ask trainees what they think will be accomplished by Positioning. Make sure the following points are covered or present the following points.

1. To communicate interest and concern to the interviewee.
2. To promote interviewee's involvement by modeling basic stance.
3. To develop a positive relationship with the interviewee.
4. To more effectively see and hear the person you are interviewing.
5. To assume the best position to collect information through the sense of sight and hearing.
6.
7.
8.

# Guidelines for Facilitative Positioning

**Page 71 of Workbook**

1. Put aside what you are doing and give the person you are interviewing your full attention.

   **Elaboration by Trainer:**
   You want the person to perceive you as being interested in him/her. To focus your total attention on him/her requires you to put aside other things you may be doing. This communicates to the person your readiness to get involved with him/her.

2. Establish a proper distance between you and the interviewee.

   **Elaboration by Trainer:**
   Proper distance can only be determined by you. It should be a comfortable distance for both of you. You want to be as close as you can without making the person too anxious. Each individual has their own "life space." Be careful not to invade the interviewee's. Effective Observing techniques, to be discussed next, will help you determine if you have the proper distance or not.

3. Face the person squarely.

   **Elaboration by Trainer:**
   This means your right shoulder is opposite the person's left shoulder and your left shoulder is opposite the person's right shoulder. Again this places you in the best position for Step II, Observing, and communicates full attentiveness to the interviewee.

4. Lean or rotate your body toward the person.

   **Elaboration by Trainer:**
   Involvement is communicated by leaning toward the person. In general, whenever we are interested in something, we tend to incline our body toward it. We sometimes tend to rotate our body away from that in which we lack interest.

5. Develop eye-contact.

   **Elaboration by Trainer:**
   Look toward, but do not stare, at the interviewee. Eye-contact accomplishes many things. Among them: it establishes contact between you and the interviewee, it says I'm interested in you, etc. However, always be aware of cultural aspects of eye-contact. In some cultures eye-contact is a hostile move; so be aware of this.

6. Assume and maintain an "open" posture.

   **Elaboration by Trainer:**
   Do not fold arms, cross legs, etc. This may serve as a block to communication. Research indicates that "open-body—open mind" might be an apt slogan. Not only do people seem to **like** an individual with an "open body" position, they also are more likely to allow that person to have more influence in changing their opinions than someone with a "closed" body position.

7. Maintain a relaxed manner.

   **Elaboration by Trainer:**
   Avoid a rigid posture. Don't be a statue. Sit alert, facing the interviewee, and inclining your body toward him/her but be relaxed.

8. Refrain from distracting movements.

   **Elaboration by Trainer:**
   Avoid fidgeting thereby distracting the person you are interviewing. This may communicate impatience and impede the person's free expression. Use gestures, etc. to communicate your point when you are talking but be still when the other person is talking.

9. There are special positioning considerations for certain types of interviewees.

   **Elaboration by Trainer:**
   For example, when talking with deaf persons, do not put your hands in front of your mouth. They may be reading your lips. Can you think of any others?

Ask trainees to suggest other guidelines for Positioning. Discuss each.

10.

11.

12.

## Demonstrate Ineffective Positioning

1. Ask a trainee to come up front. Perform the following behaviors:
    a. Busy yourself with something such as completing a form, drinking coffee, answering the telephone, etc.
    b. Do not face trainee squarely.
    c. Lean away from trainee, if desk is close by, prop your feet up.
    d. Do not establish eye contact.
    e. At some point get too close or too far away from trainee.
    f. Fold your arms and cross your legs.

2. Tell trainees they have just observed some of the common mistakes made in Positioning. You just demonstrated what not to do. Ask them to label the ineffective Positioning techniques you just performed. Be sure they name all of the behaviors you demonstrated.

## Possible Results of Ineffective Positioning

### Page 71 of Workbook

Ask trainees to discuss the possible results of ineffective Positioning. If appropriate, include feedback from the trainee in your demonstration as to how your Positioning made him/her feel and what he/she thought about it. Be sure the following points are covered.

1. The other person will be "turned off" by poor Positioning.
2. The other person will not feel comfortable.
3. The other person will think you do not care.
4. You will not be in the best position to collect information from the other person.
5. The other person may withhold information.
6. What you say will not have as much impact.
7. Information exchange will most likely cover surface topics. Nothing will be dealt with in depth; especially affective emotional topics.
8. Objectives of Positioning will not be achieved.
9.
10.
11.

## Demonstrate Effective Positioning

1. Ask trainee to come up front so as to be seen by everyone.
2. Assume the correct position and hold for 15-20 seconds.
3. Facilitate discussion.

## Possible Results of Effective Positioning

### Page 71 of Workbook

Ask trainees to discuss possible results of effective Positioning. Following are points that might be covered. Also if appropriate, ask trainee in demonstration what he/she thought and felt.

1. The other person will feel at ease, accepted, etc.
2. The other person will think you are concerned for him/her and interested in him/her as a person.
3. You will be able to collect information more effectively.
4. Information disseminated by you will have more impact.
5. You will have more influence.
6. The other person will get more involved.
7.
8.
9.

## Practice Positioning

**A. Discrimination**

Ask trainees to turn to pages 72 and 73 in workbook and determine which positions are effective and which are not and why.

**B. Role-Play**

1. Ask trainees to turn to the person next to them. Verbally guide them through the actions of effective Positioning.
   a. Put aside your workbook, papers, etc.
   b. Assume a comfortable distance between you and your partner.
   c. Face your partner squarely.
   d. Lean or rotate your body toward person.
   e. Look toward the person.
   f. Make sure you have an "open" posture.
   g. Remain relaxed.
   h. Refrain from distracting movements.
   i. Hold for 15 seconds.
2. Say "now you are ready for the next step—Observing. But before we move on, let's review and clear up any loose ends you may have about Positioning."

## Additional or Alternate Training Exercises

## Summary of Positioning

1. Entertain questions, comments, and reactions, etc. about Positioning.
2. Summarize major points.

# Step II - Observing Techniques

## Definition of Observing

### Page 74 of Workbook

1. The collection of information through the sense of sight.
2. Observing means to watch, look at, take notice of, and examine.
3. Observing is more than eye-contact. It involves using the sense of sight to take in everything that is going on with the person you are interviewing.
4. The ability to notice and understand the other's behavior and appearance.
5. 
6. 
7.

## Rationale or Importance of Observing

1. Actions speak louder than words. Therefore, seeing things and understanding what they mean can tell you a lot about the other person.
2. Observing enables you to receive non-verbal clues from the interviewee which can help you respond to him/her at the most facilitative level.
3. Body language or non-verbal communication is a very rich source of data. From 60-80 percent of all interpersonal communication is non-verbal.
4. In helping interviews it is important to pay as much attention to what the person is doing as to what he/she is saying.
5. 
6. 
7.

## Objectives of Observing

1. The most basic and simple objective of Observing is to **see** the other person.
2. The objective of seeing the person is to collect information about what he/she is experiencing.
3. To prepare yourself to respond to the person in the most facilitative manner. The more information you have, the more helpful your response can be.
4. 
5. 
6.

# Guidelines for Facilitative Observing

**Page 75 of Workbook**

1. Look at the person's Positioning.

   **Elaboration by Trainer:**
   Look at the way the person is holding his/her body. Consider the information that can be collected by focusing on this observation area. How is he/she sitting in the chair? Does he/she slump? Is he/she sitting on the edge of the chair? Manifesting an "open" or "closed" posture? Inclining their body toward or away from you? Manifesting a relaxed or rigid position?

2. Look at the person's grooming.

   **Elaboration by Trainer:**
   This includes both mode of dress and personal hygiene. Consider the information that can be collected by focusing on this observation area. Is the person's dress neat or sloppy? Is he/she neat in appearance? What information might you get by Observing a person's grooming?

3. Look for the person's level of activity.

   **Elaboration by Trainer:**
   Observe such things as how the person walks into the interviewing room. Is it briskly? Does he/she appear to be alert or drowsy? What can you learn about the person by Observing this area?

4. Look at the person's gestures.

   **Elaboration by Trainer:**
   Observe such things as hand and foot gestures. Does the person tap fingers on the desk? Swing his/her feet? Swing his/her arms wildly? What can you learn about the person by Observing gestures?

5. Look at facial expressions.

   **Elaboration by Trainer:**
   Look to see if the person frowns, smiles, wrinkles face, etc. Look for nervous tics. Is the facial expression bright and animated or dull and lifeless? What can you infer from the person's expressions?

6. Look for feelings.

   **Elaboration by Trainer:**
   How the person feels will have a lot to do with how much he/she will invest themselves in the information exchange process. They may feel good, bad, or indifferent. Sometimes it might be necessary to deal with the person's feelings before attempting to achieve your prior planned objectives.

7. Look for patterns in the person's non-verbal communication.

   **Elaboration by Trainer:**
   Patterns of movements can sometimes indicate much about what a person is feeling and thinking. But be cautious. Different people express themselves in different ways. For example, nodding the head up and down means agreement to most people in our society, but in some Eastern cultures it means the opposite. People often respond consistently to certain stimuli. If they don't like what you are saying they may lean back in their chair away from you. They might cross their legs and arms. Sometimes when puzzled or confused people rub their necks or scratch their heads. Squirming in the chair may indicate uneasiness, anxiety, etc.

8. Non-Verbal cues should present you with hypotheses to be checked out.

**Elaboration by Trainer:**
Non-Verbal communication is a rich source of data but you are only formulating hypotheses about the person when utilizing non-verbal cues. Verify your hypotheses by checking them out with the person. You may hypothesize that a person is closed and defensive when you observe him/her with crossed legs and arms and leaning back in a chair when in fact he/she only needs to use the bathroom. You will also be utilizing verbal sources of data along with your non-verbal cues to verify hypotheses.

Ask trainees to suggest other guidelines for facilitative Observing. Discuss each.

9.

10.

11.

## Demonstrate Non-Facilitative Observing

1. Show tape/slide demonstration of non-facilitative Observing.
2. Ask trainees to turn to page 76 of their workbook and do Exercise 1.

## Demonstrate Facilitative Observing

1. Present tape/slide demonstration of facilitative Observing.
2. Ask trainees to complete Exercise 2 on page 76.

## Practice Observing

**A. Exercise 3**

Discriminating between descriptive data and hypotheses or inferences.

Instruct trainees to turn to page 77 of their workbook and complete Exercise 3. Allow opportunity to share answers with neighbors and discuss in total group. Emphasize the point that while observing skills allow one to collect a great deal of descriptive data from which inferences can be drawn, such inferences and hypotheses should be checked out with the person being interviewed. This is not a course in mind reading.

**B. Exercise 4**

1. Tell the trainees they have been watching you as you have been conducting this training program. They have seen a number of things about you. Tell them you want them to tell you what they have observed about you. Ask them to turn to page 77 of their workbook and list as many observations about you as they can.
2. Ask trainees for their observations and list them on the chalkboard. Discriminate between observations and inferences. Emphasize the point about the amount of information that can be gathered just by Observing. When one takes the time to observe people a great deal of information can be collected through the sense of sight. Observing techniques make people more aware of their world. Observing techniques will make you more aware of what others are experiencing.

**C. Exercise 5**

1. Ask trainees to turn to the person next to them and verbally guide them through the Observing actions with the following instructions:
   a. Put aside your workbook, papers, etc.
   b. Assume a comfortable distance between you and your partner.
   c. Face your partner squarely.
   d. Lean or rotate your body toward your partner.
   e. Make sure you have an "open" posture.
   f. Maintain a relaxed position.
   g. Look at your partner.
   h. Look at your partner's positioning. Describe it to yourself in your mind.
   i. Look at your partner's level of activity. Does he/she appear alert?
   j. Is there any activity going on that you can see? Any nervous tics? Is he/she frowning, smiling?

   k. Look for feelings. (Ask trainees to communicate a feeling Non-verbally)
   l. Focus your attention on your partner for the next 10-20 seconds. See if you can make at least two additional observations.
2. Call time. Allow trainees to discuss their observations of one another in pairs.
3. Again, emphasize the amount of information that can be gathered by Observing.

### Additional or Alternate Training Exercises

## Summary of Observing

1. Entertain questions, comments, and reactions.
2. Summarize major points.

# Step III - Listening Techniques

## Definition of Listening

### Page 78 of Workbook

1. Listening is the act of hearing.
2. Hearing means to listen with attention.
3. The ability to hear, understand, and recall all of the important verbal responses made by the other person.
4.
5.
6.

## Rationale or Importance of Listening

1. Just as non-verbal communication is a rich source of information, so is verbal communication.
2. Listening enables you to gain additional information about the person—information unavailable through Observing.
3. Most of the information collected from a person is a function of what you observe and hear in the person's expressions.
4.
5.
6.

## Objectives of Listening

Ask trainees what they think will be accomplished by Listening. Make sure the following points are covered.

1. The main objective of Listening is to hear the person you are interviewing.
2. To hear and recall the person's verbal responses.
3. To better understand the other person.
4. To collect meaningful verbal information which will assist the interviewee's movement through the helping process.
5.
6.
7.

## Guidelines for Facilitative Listening

**Page 79 of Workbook**

1. Resist internal distractions.

   **Elaboration by Trainer:**
   You have structured the external environment to avoid extraneous stimuli by initiating facilitative structuring techniques. This guideline suggests you do the same for your internal environment. Most people are capable of comprehending speech at a rate three to four times faster than normal conversation. Thus, you have plenty of time to think which means you have plenty of time for distractions to arise. The key to effective listening appears to be how you use the extra thinking time, and we will cover that in step 4. This guideline cautions you against thinking about extraneous things such as how hungry you are, the next person you will be seeing, the person that just left, all the paper work you have to do, the party you're going to tonight, etc.

2. Initially suspend judgement.

   **Elaboration by Trainer:**
   A major internal distraction to effective Listening is making judgements and deserves a guideline to itself. Listen to the person with an open mind. Hear what he/she is saying before making a decision about it. There are ways to check yourself for suspending judgement. For example:

   a. Do you let the other person finish what he/she is saying without interrupting? If you find yourself cutting in, you are probably making a judgement.

   b. Do you find yourself sometimes thinking things like "she doesn't mean that," "how can he be so foolish," etc. while the person is talking? If so, you are making a judgement.

   c. Do you sometimes have an affective reaction to what the person says, like anger, fear, etc.? If so, you have made a judgement.

   d. Do you sometimes have a physiological reaction like feeling your muscles tighten, your body tensing, your stomach tighten, etc.? If so, you have made a judgement.

   e. If you hear the person's words and continue to look at him/her **without** any of the above cues, you are probably suspending judgement.

   Remember, judgements may prevent you from really hearing what the other person is saying. So, to really hear him/her, initially suspend judgement.

3. Have goals for Listening.

   **Elaboration by Trainer:**
   Know what you are listening for. You will be more effective if you have goals. The following five guidelines suggest a few goals.

4. Listen to the actual words of the speaker that describe the situation or event he/she is talking about.

   **Elaboration by Trainer:**
   The situation or event described by the person may include many different aspects. Behaviorally orient your listening by listening for the sensory responses made by the person in that situation. For example, what did he/she see, hear, touch, taste, smell, sense, etc. Listen for how the speaker describes the event in descriptive terms.

5. Listen for a description of what the speaker said to him/herself about the situation or event.

   **Elaboration by Trainer:**
   In addition to knowing exactly what the person saw or heard, knowing what he/she said to self about what they saw or heard is important. This includes the inferences, conclusions, assumptions, and beliefs expressed by the speaker.

6. Listen for feelings.

   **Elaboration by Trainer:**
   Listen for actual feeling words used by the person. Remember how a client feels directly influences how he/she will invest him/herself in the information exchange process. Observing for feelings plus listening for feelings will help you determine the person's affective state.

7. Listen for a description of the person's behavioral actions in a situation.

   **Elaboration by Trainer:**
   The overt movements or performance of the person are important aspects to consider, and the person's description of his/her actions is a worthwhile goal to have for listening. Listen for what he/she is doing or not doing as it relates to the situation being discussed.

8. Listen for the speaker's major area of concern.

   **Elaboration by Trainer:**
   There are many things in life the person may be concerned about or with. The person may be concerned about physical things, intellectual things, and psychosocial things or the concerns may be intra, inter, or extra personal. Listen for these concerns so that you will be better prepared to respond to the speaker in the most helpful manner. Step IV will deal with guidelines 4, 5, 6, 7, and 8 more. The next guideline will also help you with guideline 8.

9. Listen for common themes.

   **Elaboration by Trainer:**
   Reoccurring themes in the speaker's communication can assist you in determining not only the person's major area of concern, but also the major type of concern—intra, inter, or extra personal.

10. Listen to the speaker's tone of voice.

    **Elaboration by Trainer:**
    Tone of voice includes volume and rate of speech. Volume or intensity and rapidity of the speaker's speech are important areas to help you achieve your objectives. Speaking very softly and slowly or loudly and quickly gives you additional information that can help you determine the person's energy level, feeling state, and attitude.

11. Be aware of any inconsistencies in the speaker's communication.

    **Elaboration by Trainer:**
    Look for inconsistencies, especially between verbal and non-verbal communication. Relate what you hear the person saying to what you see the person doing.

12. Communicate your attentiveness.

**Elaboration by Trainer:**
Communicate your attentiveness both verbally and non-verbally. Non-verbally use facial expressions, smiling, nodding head, hand gestures, etc. that say I hear what you are saying. You communicate your attentiveness verbally by responding to what the person has actually said and not by a missing-the-point response.

13. Wait before responding verbally.

**Elaboration by Trainer:**
You have gathered a great deal of information about the speaker by practicing facilitative positioning, observing, and listening. You have also communicated a great deal to him/her. You must now process the information gathered before responding verbally. This is what is happening while you "wait before responding verbally" and is the subject of Step IV.

Ask trainees to suggest other guidelines for facilitative Listening. Discuss each.

14.

15.

16.

## Demonstrate Non-Facilitative Listening

1. Ask a trainee to come up front so as to be seen by everyone.
2. Ask trainee to talk for thirty seconds about any topic. (You might suggest a topic such as the description of a dream, the trainees goals for this training, how they feel about and what they think about their jobs, etc.)
3. Demonstrate non-facilitative listening by performing such behaviors as:
   a. Turn away from trainee.
   b. Busy yourself with something else.
   c. Interrupt trainee.
   d. Make a value judgement about something he/she has said.
   e. Assume a closed position (Crossed legs and arms).
4. Call time after approximately thirty seconds and ask trainees to complete Exercise 1 on page 80 of their workbook.
5. Tell trainees they have observed some of the common mistakes made in listening.

**or**

Play tape/slide demonstration and follow with Exercise 1.

## Demonstrate Facilitative Listening

1. Ask a trainee to come up front so as to be seen by everyone.
2. Assume proper position (Be sure you apply all the principles of facilitative positioning and observing).
3. Ask trainee to talk for thirty seconds about any topic. (You might suggest a topic such as the description of a dream, the trainee's goals for this training, how they feel about and what they think about their jobs, etc.)
4. Listen attentively, practicing the principles of facilitative listening.
5. Call time after approximately thirty seconds and describe what you heard trainee say. Report, "What I heard you say was ________________________________________."
6. Ask trainees to turn to page 80 of their workbook and do Exercise 2.

**or**

Play slide/tape demonstration of facilitative listening and ask trainees to do Exercise 2.

## Practice Listening

1. Ask trainees to form pairs. Each person of the pair will assume the role of listener and speaker.
2. Speaker is to talk for approximately one or two minutes. Listener is to practice all the principles of facilitative listening. When speaker finishes, listener should summarize what speaker said.
3. Suggest the following topics for discussion. Page 81 of Participant's Workbook.
   a. Interracial marriages—good or bad? Why?
   b. Premarital or extramarital sex relations. Acceptable or not? Why?
   c. Double sex standards—male/female. For or against? Why?
   d. Or any topic you think will be controversial.
4. Start, call time after approximately one or two minutes.
5. Ask members to discuss speaker's reaction, listener's summarization and reaction to the discussion questions on page 81 of workbook.
6. Rotate roles and repeat until every member has assumed speaker and listener roles.

## Additional or Alternate Training Exercises

## Summary of Listening

1. Entertain questions, comments, and reactions.
2. Summarize major points.
3. Close out discussion of listening by saying:
    a. "We have said to listen is to hear. How accurately we hear is demonstrated by how effective we are during the next step of non-verbal interaction techniques—Organizing."
    b. One principle we discussed was to wait before responding. What is happening during that wait period? That's the topic of the next step—Organizing.

# Step IV - Organizing

## Definition of Organizing

### Page 82 of Workbook

1. Organizing is subjecting the information that has been collected to a special process or treatment.
2. Organizing is the act of labeling or describing, discriminating, focusing, and choosing.
3. Organizing occurs during the "wait before responding" period and requires you to:
    a. Formulate a descriptive or identifying word or phrase to label what the interviewee is saying or doing.
    b. Determine the distinguishing or peculiar feature of the other person's communication.
    c. Arrange into some order or form what has been seen and heard.
    d. Concentrate on the center of activity in the person's communication.
    e. Select among a number of alternative responses the most appropriate one to either collect additional information or disseminate information to the interviewee.
4. Deciding what to respond to and how to respond.
5.
6.
7.

## Rationale or Importance of Organizing

1. After you have observed what the person is doing and listened to what he/she is saying, you must be able to translate what you have seen and heard into descriptive symbols which can be fed back to the person being interviewed.
2. Organizing actions allow you to respond facilitatively.
3. Only through organizing can you respond to the other person in such a manner that understanding is communicated.
4.
5.
6.

## Objectives of Organizing

Ask trainees what they think will be achieved through Organizing. Make sure the following points are covered.

1. To describe to oneself what the person is saying, doing, experiencing.
2. To discriminate between the peculiar features of the person's communication.
3. To orgainze interviewee's communication into a coherent unity or functional whole.
4. To concentrate on central issues.
5. To select appropriate response to make.
6. Overall, to prepare oneself to respond to the other person at the most facilitative level.
7.
8.
9.

## Guidelines for Effective Organizing

**Page 83 of Workbook**

1. Behaviorally orient your interview.

    **Elaboration by Trainer:**
    When interviewing a person be aware of the importance of his/her behavior in the situation you are talking about. Regardless of whether you are a social worker, evaluator, instructor, or counselor, the person's behavior is of primary importance. You may be interviewing the person to obtain a social history that includes work, school, family, etc. Focus your attention on how he/she behaves in those areas. You may be interviewing the person for admission into an evaluation unit. How he/she behaves in the areas you are gathering information about is worthy of attention.

2. Be aware of the multi-modal aspects of the person's behavior.

    **Elaboration by Trainer:**
    As you focus on the person's behavior, be aware and recognize that people behave in many different ways. Behavior can be defined as the responses one makes in a situation. Page 84 of your workbook presents one way of looking at the different major response classes. This suggests that you organize data you have collected from the interviewee into these four major categories. You would describe what a person sees and hears, what he/she thinks about what was seen or heard, and the consequent feelings experienced and actions taken as a result. The next four guidelines suggest just that.

3. Describe the event about which the person is communicating.

    **Elaboration by Trainer:**
    This involves describing the situation about which the person is talking. It means labeling in descriptive terms what he/she sees, hears, touches, smells, etc.

4. Describe what the person says to him/herself about the event.

    **Elaboration by Trainer:**
    This requires you to focus on the cognitive responses made by the client. What he/she thinks about the event that he/she has seen, heard, etc. This would include any assumptions, inferences, etc. made by the person.

5. Describe any affective response the person experiences.

    **Elaboration by Trainer:**
    The person may feel happy, sad, mad, scared, confused, or indifferent as a result of what he/she has said to self about what has been seen or heard. Describe those responses.

6. Describe the person's overt actions.

    **Elaboration by Trainer:**
    The overt movements made by the person may be extremely important information. Label those actions either observed by you or described to you by the person.

7. Focus your attention on the most dominant dimensions of behavior and decide what to respond to.

    **Elaboration by Trainer:**
    Focus on what appears to be the most important issue of behaving to the person, either his/her sensing, thinking, feeling, acting, any combination, or all four. Respond to that dimension.

8. Choose the most facilitative verbal response to make.

    **Elaboration by Trainer:**
    Decide whether you need additional information from the person or he/she needs information from you. Pick from among the different responses available to you. Pick the one you think will best help achieve your objective. The next section on verbal responding will assist you with making that decision.

Ask trainees to suggest other guidelines for effective Organizing. Discuss each.

9.

10.

11.

## Demonstrate Ineffective Organizing

1. Ask trainee to come up front so as to be seen by everyone.
2. Ask trainee in demonstration to talk for a couple of minutes about something he/she is unhappy about.
3. Demonstrate ineffective Organizing by performing the following:
   a. Turn away from trainee.
   b. Busy yourself with your manual, papers, etc.
   c. Assume a closed position (crossed legs and arms).
   d. Interrupt trainee. Introduce extraneous material such as small talk, etc.
   e. Do not attend to the topic trainee is talking about.
   f. Do not attend to the person's behavior.
4. Ask trainees to do Exercise 1 on page 85 of their workbook.
5. Discuss.
6. Tell trainees they have observed some of the common mistakes made during Organizing. They have seen "what **not** to do."

**or**

Play tape/slide demonstration and allow trainees to do Exercise 1.

## Demonstrate Effective Organizing

1. Ask trainee to come up front so as to be seen by everyone.
2. Ask trainee in demonstration to talk for a couple of minutes about something he/she is unhappy about.
3. Assume proper position (Be sure you apply, as appropriate, all the principles of facilitative positioning, observing, and listening).
4. Let trainee talk for a while, then call time.
5. Attempt to identify and describe trainees communication in following areas:
   a. The event trainee talked about.
   b. Feeling (attempt to identify an affective reaction trainee may have had).
   c. Acting (identify any description of actions that trainee mentioned he/she had performed).
   d. Thinking (attempt to identify any assumptions, ideas, attitudes, values, etc. communicated by trainee about the event talked about).
6. Ask trainees to do Exercise 2 on page 85 of workbook.
7. Discuss.

**or**

Play tape/slide demonstration and have trainees do same exercise as above.

## Practice Organizing

1. Ask trainees to form pairs. Each person will assume role of listener and speaker.
2. Speaker is to talk for a couple of minutes choosing a topic from page 86 of their workbook. Listener is to practice all the principles of effective organizing and then complete one of the guides for effective organizing on page 87 of their workbook.
3. Start, call time after a couple of minutes.
4. Ask members to discuss responses to organizing guide and give feedback.
5. Rotate roles until everyone has assumed both roles.

## Additional or Alternate Training Exercises

## Summary of Organizing

1. Entertain questions, comments and reactions.
2. Summarize major points.

# Summary of Section V
## Putting It Together

**Suggested Points That Might Be Made**
Page 88-89 of Workbook

1. A set of Non-Verbal Interaction Techniques has been introduced that serves to initiate the helping process and facilitate the exchange of information within the interview. Page 88 of your workbook illustrates those techniques.
2. Effective and noneffective practice of the techniques have been contrasted and the consequences of each discussed.
3. An opportunity to apply those techniques in a role-play situation has been afforded.
4. You have had the opportunity to receive feedback from others about your application of the techniques.
5. And you have had the opportunity to evaluate yourself in the application of the techniques.
6. You now know how to apply Non-Verbal Interaction Techniques. It is up to you to do it "back home" in your interviews.
7. Remember you can exchange a great deal of information without ever saying a word. You collect much information through the Observing and Listening techniques discussed previously. You disseminate much information by the way you structure the interview setting, position, and observe and listen.
8. The information, however, must be arranged and organized into some fashion to be meaningful. Organizing techniques facilitate that process.
9. The outcomes of Non-Verbal Interaction Techniques are obvious. You can respond, non-verbally, in a helpful or non-helpful way. You can facilitate or retard the information exchange process without saying anything.
10. You retard the information exchange process by:
    a. Facing away from the person you are interviewing
    b. Leaning and rotating your body away from the person.
    c. Crossing the legs and/or folding the arms—assuming a closed position.
    d. Busying yourself with other things.
    e. Not maintaining the proper distance.
    f. Being too tense or too relaxed. Extremes.
    g. Not establishing eye contact.
    h. Not even looking toward the person.
    i. Not knowing what to look for when Observing.
    j. Missing non-verbal communication.
    k. Not taking precautions against distractions.
    l. Making judgements about what is being said before the person finishes talking.
    m. Interrupting a lot.
    n. Not having goals or reasons for listening.
    o. Not communicating that you are listening by facial expressions, smiling, hand gestures, head nodding, etc.
    p. Not having a systematic method to organize information collected.

11. The consequences of these behaviors, of course, are:

    a. No involvement.
    b. Disinterest and non-concern communicated to the person you are interviewing.
    c. You do not really see or hear the person.
    d. You will not understand the person.
    e. You will not be prepared to respond verbally.
    f. Your verbal response may be non-helpful.
    g. Interaction will be either destructive or friendly discussion; most likely destructive.
    h. Information exchange will be on a superficial level.
    i. The interviewee will see you as ineffective.

12. But on the other hand, you facilitate the information exchange process by:

    a. Putting aside what you are doing and giving the person your total attention.
    b. Facing him/her squarely.
    c. Leaning or rotating your body toward the person.
    d. Maintaining a relaxed manner.
    e. Looking toward the person.
    f. Maintaining a comfortable distance between you.
    g. Maintaining an open posture.
    h. Being aware of non-verbal communication.
    i. Initially suspending judgement.
    j. Communicating attentiveness by smiling, nodding head, hand gestures, etc.
    k. Arranging and organizing collected information into some sort of systematic fashion so that helpful feedback can be given.

13. The consequences of these behaviors and a good indication that you have been practicing Facilitative Non-Verbal Interaction Techniques are:

    a. There will be involvement.
    b. The interviewee will feel free to talk and exchange information.
    c. You will understand the person.
    d. You will be prepared to respond verbally at a facilitative level.
    e. Interest and concern will be communicated.
    f. The person will think you are open and not closed to his/her thinking, feelings, and actions and will therefore share more.
    g. The helping process will be set into motion.
    h. The interviewee will see you as a significant other.
    i. Information exchange will be more meaningful and relevant.

14. You have planned the interview and structured the interview setting. The interviewee has arrived. You have positioned yourself, observed and listened to the person. You have organized what you have seen and heard. It is now time to verbally respond to the interviewee.

15. The following section covers the Verbal Interaction Techniques. Prior to discussing them, entertain questions and comments.

## Self-Assessment

Ask trainees to turn to pages 90-91 of their workbook and complete the self-assessment guide.

# Integrating the Components

Utilize the Systematic Interview Programming Format and the Relevant Information Awareness Matrix to integrate the components and make the transition to the next component.

**A. Systematic Interview Programming**
Direct trainees to page 92 in Workbook

1. The component just completed has helped provide further answers to question 4—What is the most effective and efficient way to exchange information?
2. You can exchange information more effectively and efficiently by assuming the best position to exchange information, observe the interviewee's non-verbal communication, practice active listening and organize the data collected in a systematic fashion.
3. How does this relate to the Information Awareness Matrix?

**B. Relevant Information Awareness Matrix**
Page 93 of Workbook

1. The overall objective of your interview is to expand the known dimension of information awareness and reduce the blind, hidden, and unknown dimensions.
2. Non-verbal interaction techniques allow you to disseminate information to the interviewee that is blind to him at initial contact. The kind of information you are disseminating is very important to the information exchange process.
3. That information is respect, positive regard, concern, attentiveness, involvement, etc.
4. Effective practice of the non-verbal interaction techniques communicates your attitude; information which is unknown at initial contact.
5. The hidden dimension of information awareness—that information known by the interviewee but not by you is reduced further by effective observing and listening techniques.
6. The unknown dimension is reduced by the collection of descriptive data, drawing inferences from it and then checking them out with the interviewee. This process can provide additional information that was unknown to both you and the interviewee at the beginning of the interview.
7. Let's turn our attention now to additional ways to help you exchange information in the most effective and efficient manner and expand the known dimension of information awareness—Responding verbally to the interviewee.

## Section VI

# Exchanging Information Via Verbal Responding

# Exchanging Information Via Verbal Responding

## Introduction to Trainer

This section focuses on the exchange of information via verbal responding. It is divided into two steps. Step I focuses on moment-to-moment responses used to collect and disseminate information. Responses covered include the continue response, the restricted-focus response, the exploratory-focus response, the check response, and the interpretive response. Step II focuses on response styles that predominate during the interview. Styles covered include the listener, the interrogator, the explorer, the reflector, the informer, the self-expresser, and the interpreter. The definition, rationale, and objectives are presented for each of the moment-to-moment responses and exercises are suggested to help trainees discriminate among the various responses. Each of the response styles is defined, demonstrated, and discussed. Guidelines for the facilitative use of responses and a response style are presented and the trainees receive an opportunity to practice a facilitative style. The objectives of this section are:

1. To introduce and define the moment-to-moment responses most frequently used during an interview to collect and disseminate information.
2. To present guidelines for the facilitative use of moment-to-moment responses.
3. To teach trainees how to discriminate among the various responses used to exchange information.
4. To introduce and define response styles that occur most frequently during an interview.
5. To teach trainees how to identify response styles.
6. To demonstrate and contrast the various response styles.
7. To present guidelines for a facilitative response style.
8. To allow trainees the opportunity to practice a facilitative response style.

In presenting material from this section, utilize as desired the points made under each major category. You may use all the points suggested, add others, eliminate others, or adapt the material in any fashion to meet the needs of your particular audience.

## Definition of Verbal Interaction Techniques

### Page 97 of Workbook

1. Verbal interaction techniques refer to the moment-to-moment verbal responses and the response style used by the interviewer to collect and disseminate information during the interview.
2. Therefore,, Verbal Interaction Techniques will be presented in two steps. Step I, Moment-to-Moment Responses, and Step II, Response Styles.

# Step I - Moment-to-Moment Responses

## Definition of Moment-to-Moment Responses

**Page 98 of Workbook**

1. Verbal responses that allow the interviewer to collect and disseminate information during the interview in an effective yet unobtrusive manner.
2. Seven Verbal Interaction Techniques are covered:
   a. The Continue Response
   b. The Restricted-Focus Response
   c. The Exploratory-Focus Response
   d. The Check Response
   e. The Declarative Response
   f. The Self-Expressive Response
   g. The Interpretive Response
3. There are many other types of responses, but these seven seem to be the most commonly used during the interview to exchange information.
4.
5.
6.

## Rationale or Importance of Moment-to-Moment Responses

1. Since information exchange is the major focus of an interview, you need to be able to guide the direction of the discussion in an effective, yet unobtrusive manner.

   Moment-to-moment responses can assist you in guiding the direction of the interview and keeping it goal-oriented and helpful.
2. Interaction comes in various sizes: from the single response to an entire conversation c. from an interview to a total relationship. A look at the single response is a good place to start in analyzing large-sized interactions.
3. What response, how and when it is used can determine the type of interaction during the interview. Will it be a destructive interaction, a sociable conversation, or helpful interaction.
4. We train others to verbally respond to us by the way we respond to them. Closed-ended questions encourage short answers. Open-ended questions encourage more exploration. A lot of information giving encourages the person to be quiet and listen, etc. Remember: the first few minutes of contact with a person are critical, as the pattern of interaction tends to be set during this time. Train the interviewee to respond in a manner that facilitates helpful interaction.
5.
6.
7.

## The Continue Response

### Page 99 of Workbook

**Definition**

1. The continue responses are both verbal and non-verbal cues that encourage continued talking by the other person without interruption.
2. These responses are simple "green lights" for the person to continue the interaction.
3. Common descriptors for continue responses include:
   a. Attending behavior
   b. Non-directive response
   c. Silence
   d. Minimal encouragement to talk
4. Common examples include:
   a. Verbal
      i. "um-hum"
      ii. "yes"
      iii. "right"
      iv. 'yea"
   b. Non-Verbal
      i. Body posture
      ii. Head nods
      iii. Smile
      iv. Hand gestures
5.
6.
7.

**Importance**

1. Oftentimes it is important to allow the interviewee to talk without any interruption. Continue responses communicate that you are listening and encourage the person to keep talking.
2. Continue responses are important in that they allow people the freedom to say what they wish with no restrictions placed on them by the interviewer.
3.
4.
5.

**Uses**

1. To indicate to another person that he/she has your full attention.
2. To communicate interest and involvement.
3. To communicate acceptance.
4. To reinforce and maintain a person's discussion without interruption.
5. To allow the person to determine the direction of the interview by giving the greatest amount of freedom to choose the topic of discussion.
6. To indicate to the person that more information is wanted and that he/she should keep talking.

**or ask:**

1. Why are continue responses important?
2. What are some common uses of continue responses?
3. What would you hope to achieve by making continue responses?

## The Restricted-Focus Response

**Page 100 of Workbook**

**Definition**

1. Closed-ended questions that seek specific bits of information.
2. Responses that require short answers thus limiting the other person's expressions.
3. Common descriptors for restricted-focus responses include:
   a. Closed-ended questions
   b. Binary-focus responses
   c. Directive responses
   d. Probing responses
4. Common examples include:
   a. How old are you?
   b. What is your name?
   c. Where do you live?
   d. Have you been here before?
5.
6.
7.

**Importance**

1. Oftentimes in an interview specific bits of information are needed from the interviewee. The restricted-focus response is the most appropriate response to get that type of information.
2. Filling out forms may require the use of restricted-focus responses.
3. Restricted-focus responses are sometimes the most direct means of gathering needed factual information such as name, age, address, etc.
4. Restricted-focus responses help narrow the conversation and help focus attention on central issues. This is sometimes needed with some interviewees.
5.
6.

**Uses**

1. To indicate to the other person that a specific bit of information is needed.
2. To gather strictly factual information.
3. To help others focus attention on central issues.

**or ask:**

1. Why are restricted-focus responses important?
2. What are some common uses of restricted-focus responses?
3. What would you hope to achieve by making restricted-focus responses?

# The Exploratory-Focus Response

**Page 101 of Workbook**

**Definition**

1. Statements or open-ended questions that encourage the interviewee to talk and explore his/her thoughts, feelings, and actions.
2. Responses that require a narrative statement from the other person as opposed to short answers.
3. Responses that allow more flexibility in the person's expressions.
4. Common descriptors for exploratory-focus responses include:
    a. Open invitation to talk
    b. Exploring responses
    c. Incomplete thoughts
    d. Open-ended questions
    e. Facilitative questioning
    f. Non-binary focus response
5. Common examples include:
    a. Tell me more about . . .
    b. What do you think about this plan?
    c. Tell me about your feelings right now.
    d. Describe the situation to me.
    e. How did it happen?
6. 
7. 
8.

**Importance**

1. The primary goal of the information exchange process in the helping interview is to help the interviewee. Exploratory-focus responses help to focus the discussion around the concerns of the interviewee rather than those of the interviewer.
2. Helping occurs much easier when the person being interviewed has the most alternatives for self-expression. Exploratory-focus responses allow others this freedom.
3. 
4. 
5.

**Uses**

1. To facilitate the interviewee's elaboration of a point.
2. To clarify certain interviewee statements.
3. To encourage further exploration of important topics.
4. To offer the person many alternatives for self-expression.
5. To help focus the discussion around the concerns of the interviewee rather than the concerns of the interviewer.
6. To encourage discussion of "important" attitudes, feelings, and expression of the interviewee.

**or ask:**

1. Why are exploratory-focus responses important?
2. What are some common uses of exploratory-focus responses?
3. What would you hope to achieve by making exploratory-focus responses?

# The Check Response

**Page 102 of Workbook**

**Definition**

1. Statements that serve to indicate to the other person that you understand what he/she is saying.
2. Statements that indicate that you want to "check" with the person to see if you are "with him/her."
3. Common descriptors for check responses include:
    a. Reflections
    b. Paraphrasing
    c. Summarization
    d. Clarification
    e. Restatement
    f. Varification
4. Common examples include:
    a. You mean . . .
    b. You're sad because . . .
    c. I understand you saying . . .
    d. Essentially then . . .
5.
6.
7.

**Importance**

1. It is important that the interviewee know that you understand what he/she is saying. Check responses say "I understand what you are saying."
2. It becomes necessary at times during the interview to make sure that communication is occurring. Check responses allow you to determine whether or not the communication process is intact.
3.
4.
5.

**Uses**

1. To convey to a person that you are with him/her and that you are trying to understand what he/she is saying and experiencing.
2. To crystallize what the person is saying by repeating what he/she said in a more concise manner.
3. To tell the person how you hear him/her.
4. To check the accuracy of your perception of the same topic.
5. To serve as a stimulus for further discussion of the same topic.
6. To effectively communicate accurate empathic understanding at the interchangeable level.
7. To check out your inferences and hypothesis made as a result of your observing and listening.
8. To focus the interviewee's discussion on important issues within a cognitive, affective, somatic/motor framework.
9. To indicate whether or not there is communication.

**or ask:**

1. Why are check responses important?
2. What are some common uses of check responses?
3. What would you hope to achieve by making check responses?

# The Declarative Responses

## Page 103 of Workbook

**Definition**

1. The declarative responses are statements that present factual information.
2. These responses serve to inform the interviewee of general and specific information from an external frame of reference such as agency/organizational guidelines, rules, and regulations.
3. Declarative responses inform the interviewee about objective and factual information.
4. Declarative responses are descriptive statements which are neutral in tone or matter-of-fact.
5. Declarative responses supply information or data not readily known or available to the interviewee.
6. Common descriptors for declarative responses include:
   a. Informing
   b. Explanation
   c. Directive response
   d. Information response
   e. Instructions
   f. Statement-of-fact responses
7. Common examples include:
   a. Our agency can do this . . .
   b. His/her office is located . . .
   c. You scored at the 95th percentile . . .
   d. To be eligible you must . . .
8.
9.
10.

**Importance**

1. A major objective of the helping interview is to involve the interviewee in the decision making process. Information is needed by the person in order to do this. Declarative responses provide that information.
2. During the helping process, the interviewee will need a great deal of objective and factual information. Information such as the role and function of your agency/organization, your role and function, confidentiality, etc. are provided via declarative responses.
3.
4.
5.

**Uses**

1. To introduce objective information into the interview.
2. To give the interviewee factual information needed to participate in the decision making process.
3. To increase the interviewee's understanding and knowledge.
4. To promote independence.
5. To provide factual, objective information.

**or ask:**

1. Why are declarative responses important? What are some common uses of declarative responses?
2. What might happen if you never made a declarative response during the intake interview?

## The Self-Expressive Response

### Page 104 of Workbook

**Definition**

1. Self-expressive responses are statements that function to give the interviewee information from the interviewer's frame of reference.
2. Self-expressive responses inject the interviewer's own frame of reference as opposed to an external frame of reference.
3. Any statement by the interviewer that is from his/her internal frame of reference as opposed to an external frame of reference.
4. Common descriptors for self-expressive responses include:
    a. Support, approval, assurance
    b. Self-disclosure
    c. Personal illustration
    d. Confrontation
    e. Suggestion
    f. Personal analysis
    g. Opinion
    h. Advice
    i. Evaluative response
    j. Moralizing
5. Common examples include:
    a. I think you should . . .
    b. I'm really concerned about you.
    c. Oh, I think you will do okay.
    d. You shouldn't do that.
    e. You understand what needs to be done; now I think it's time for you to act.
6.
7.
8.

**Importance**

1. Sometimes during the interview you may be called upon to give information from your frame of reference in the form of support, self-disclosure, confrontation, etc. The self-expressive responses, used appropriately, can facilitate the information exchange process.
2.
3.

**Uses**

1. To express assurance and support.
2. To disclose something about self to the other person.

**or ask:**

1. Why are self-expressive responses important?
2. What are some common uses of self-expressive responses?

# The Interpretive Response

**Page 105 of Workbook**

**Definition**

1. Interpretive Responses are statements to explain the meaning of the interviewee's experience or to construe the meaning of the interviewee's statement based on theory.
2. An Interpretive Response is a theory-derived response which classifies the person or asserts a causal relationship involving the person's thinking, feelings, or actions.
3. Interpretive Responses are statements that link cause and effect.
4. Common descriptors for Interpretive Responses include:
   a. Diagnostic response
   b. Depth interpretation
   c. Analysis
   d. Additive empathic response
5. Common examples include:
   a. You feel and act . . . because you think irrationally (from rational-emotive theory).
   b. That is a result of oral regression (psychoanalytic theory).
   c. Your parent has contaminated your adult which has upset your child (transactional analysis).
6.
7.
8.

**Importance**

1. Interpretive Responses become important when the counseling aspect of the helping interview comes into play.
2. Interpretive Responses can enable the other person to develop insight into his thinking, feeling, and action so that constructive plans can be made to correct maladaptive behavior patterns.
3.
4.
5.

**Uses**

1. To help provide insight
2. To create meaning
3. To communicate additive empathic understanding

**or ask:**

1. Why are interpretive responses important?
2. How would you use them in your interviewing?

# Discrimination Exercises

## Written

1. Ask trainees to turn to pages 106-107 of their workbook.
2. Form triads.
3. Ask triads to discuss each response and attempt to arrive at a consensus as to the identity of each response.
4. Regroup.
5. Spokesperson from each triad report to total group on how responses were classified.
6. Discuss as needed.

## Tape

1. Ask trainees to turn to pages 81-84 of their typescript manual. This is a typescript of the interviewer/interviewee interaction on the tape. Page 108 of the workbook provides a quick reference for the Interaction Techniques.
2. Again form triads.
3. Tell trainees you will periodically stop the recorder and will ask them to classify responses. Again their group should attempt to arrive at a consensus.
4. Start tape.
5. Stop periodically and ask triads to discuss and classify and report to total group their classification of the response.
6. Discuss as needed.

## Role-Play

1. The purpose of this exercise is to increase the trainee's skill for discriminating between various verbal responses and to provide data for an exercise on interaction skills to be presented later.
2. Give the following directions:
   a. Form Triads: Each person will have the opportunity to be interviewer, interviewee, and observer.
   b. As an interviewer your task is to gather as much information as you can about the interviewee's (1) hometown (where he/she now lives), (2) his/her neighborhood (address, etc.), and (3) present work.
   c. As interviewee your task is just to respond to the interviewer.
   d. As observer your task is to use the interaction techniques classification sheet on page 109 of the workbook and classify each response made by the interviewer into one of the seven categories. **Important point for observer**—Be sure to use the interaction techniques classification sheet that belongs to the interviewer since this will provide data to be used in a later exercise.
3. Allow approximately 3 minutes per interview.
4. Call time and rotate roles until everyone has been interviewer, interviewee, and observer.

# Guidelines for the Facilitative Use of Moment-to-Moment Responses

### Page 110 of Workbook

1. Use exploratory-focus and check responses to open an interview.

   **Elaboration by Trainer:**
   This focuses the interview on the concerns of the interviewee. Examples would include:
   "Let's begin by you telling me what brings you here."
   "You look a little anxious today."

2. Use exploratory-focus responses to gather information from the interviewee's perspective.

   **Elaboration by Trainer:**
   This enables you to avoid imposing your own diagnostic biases into the information gathering process and minimizes categorical and labeling biases. Examples would include:
   "What are you thinking right now?"
   "Tell me more about . . ."

3. Utilize exploratory-focus and check responses to break unproductive pauses during the interview.

   **Elaboration by Trainer:**
   This encourages the person to talk with many alternatives for self-expression. Examples would include:
   "Tell me what you are thinking right now."
   "You seem to have a loss for words right now."

4. Use exploratory-focus, check, and continue responses frequently to build, strengthen, and maintain rapport.

   **Elaboration by Trainer:**
   This communicates attentiveness, concern, involvement, and keeps the interview focused on the interviewee's concerns. Examples would include:
   "Tell me what you are experiencing right now."
   "It seems that you think you are . . ."
   "Um-hum."

5. Use exploratory-focus, check, and continue responses when you want to gather additional information about a topic being discussed.

   **Elaboration by Trainer:**
   This will facilitate the person's elaboration of a point by encouraging narrative type of responding. Examples would include:
   "Tell me more about . . ."
   "Essentially then, you think . . ."
   "Yea."

6. Use exploratory-focus, check, and continue responses to facilitate interviewee self-exploration.

   **Elaboration by Trainer:**
   This allows the person free expression and encourages him/her to focus on his/her own concerns. Examples would include:
   "Tell me a little about yourself."
   "You are angry because you . . ."
   "Um-hum."

7. Use restricted-focus responses to gather specific bits of information.

**Elaboration by Trainer:**
This is the most direct means of gathering strictly factual information. Examples would include:
"How old are you?"

8. Use restricted-focus responses to narrow the area of conversation.

**Elaboration by Trainer:**
Restricted-focus responses may be used when there is a need to narrow the area of conversation or to focus the person's attention on a central issue. Examples would include:
"How old are you?"

9. Use continue responses freely to encourage the interviewee to keep talking without interrupting his/her momentum.

**Elaboration by Trainer:**
Communicates your attentiveness, interest, concern, and involvement. Examples would include:
"Um-huh."

10. Utilize check responses to communicate your understanding of what the other person is saying.

**Elaboration by Trainer:**
This lets him/her know that he/she is understood and encourages continued exploration of the topic. Examples would include:
"You're really tense."

11. Use declarative responses to present factual information needed by the interviewee.

**Elaboration by Trainer:**
This gives the person information that is needed to promote his/her involvement and participation in the decision making process and promotes his/her independence.

12. Make your declarative responses as descriptive in character and neutral in tone as possible.

**Elaboration by Trainer:**
Declarative responses are not judgemental in nature. They are strictly for transmitting factual and objective information. Therefore, a matter-of-fact attitude and tone of voice will communicate the information as such.

13. Make your declarative responses in a language the interviewee can understand.

**Elaboration by Trainer:**
Jargon and confusing terminology should be avoided if the person is to be able to utilize information given.

14. When you think the interviewee can benefit from information from your own frame of reference, use self-expressive responses.

    **Elaboration by Trainer:**
    Self-expressive responses in the form of support, self-disclosure, etc. are sometimes helpful during the interview. When you think the person can benefit from such, utilize them.

15. Avoid self-expressive responses in the form of inappropriate advice.

    **Elaboration by Trainer:**
    Independence is a goal of information dissemination. When advice is given in the form of telling someone how to behave, what to do, what not to do, etc., it promotes dependence and communicates less respect and regard for the person's ability to make decisions. Presenting alternatives and letting a person make the choice of how to behave, what to do, what not to do, etc. promotes independence and communicates high respect.

16. Avoid self-expressive responses that communicate low levels of respect and negative regard.

    **Elaboration by Trainer:**
    Preaching, placating, blaming, cajoling, exhorting, demanding, intellectualizing, etc. are examples of self-expressive responses that can be harmful especially during the initial contact with a person. Substitute responses that will enhance rapport and facilitate the information exchange process.

17. When interpretive responses are called for make them at the interviewee's level of understanding.

    **Elaboration by Trainer:**
    You may sometimes want to make an interpretation especially in later interviews. When you do, make sure it is at a level which the person can understand. Interpretations are valueless if they don't increase the person's understanding of self. Avoid over-interpretation and over-analyzing.

Ask trainees to discuss other guidelines for the facilitative use of Moment-to-Moment verbal responses. Discuss each.

18.

19.

20.

## Summary of Moment-to-Moment Verbal Responses

1. Direct trainees' attention to chart on pages 111-112 of workbook which summarizes suggested responses to use for specific objectives along with examples and why to use the suggested responses.
2. Use chart as you desire.

# Step II - Response Styles

## Definition of Response Styles

### Page 113 of Workbook

1. Response style refers to the interviewer's dominant response mode plus the supporting responses.
2. Response style refers to one's dominant way of interacting in the interview. It is the person's customary way of collecting and disseminating information.
3. Response style or mode can be determined by analyzing a frequency distribution of single responses. The most frequent response observed while collecting or disseminating information becomes the "mode" or "style" of gathering or giving information.
4. Seven interaction modes/styles are identified based on the interviewer's interaction profile. Four serve to collect information, three to give information. They are:
   A. Information Collection Response Styles
      i. The Listener
      ii. The Interrogator
      iii. The Explorer
      iv. The Reflector
   B. Information Dissemination Response Styles
      i. The Informer
      ii. The Self-Expresser
      iii. The Interpreter
5. There are different ways to get and give the same information. For example, information can be gathered by basically:
   A. Remaining quiet and encouraging a person to continue talking by nodding the head, hand gesturing, and saying phrases such as "um-hum," "right," etc. (the listener).
   B. Reflecting back to a person what you have heard, thus encouraging him/her to continue giving information on that topic (the reflector).
   C. Asking for the information. This can be done through closed-ended questions (the interrogator) or open-ended questions and statements (the explorer).
6. There are different types of information that can be given. Basic, objective, factual information from an external frame of reference (the informer) or subjective information from an internal frame of reference (the self-expresser), or interpretations of cause and effect (the interpreter).

## Rationale or Importance of Interaction Styles

1. The interviewer's response style will determine the type of interaction during the interview. Your overall response style will determine whether the interaction is destructive interaction, friendly discussion, or helpful interaction.
2. Again, the principles of reinforcement and shaping are important with response styles. We shape another person's response style by our own.
3.
4.
5.

## Objectives of Interaction Styles

1. To collect information in the most facilitative manner.
2. To disseminate information in the most facilitative manner.
3. To guide the direction of the interview keeping it goal directed so that objectives can be achieved in the most facilitative and efficient manner.
4.
5.
6.

## Interaction Style - Exercise

1. Prior to defining, demonstrating, and discussing the various interaction styles, let's examine the information collection interaction style that you used to collect information about a person's hometown, neighborhood, and present job
2. Turn to page 114 of your workbook and determine your profile by using the data from page 109 of your workbook.
3. Total each column to determine how many of each response you made.
4. Then determine your total number of responses by adding across the columns.
5. Determine the percentage for each response. This is done by dividing each response total by your total number of responses. For example if you had 5 continue responses and 40 responses total, divide 5 by 40 and you would get 12½%, which represents the percentage of continue responses.
6. Do this for all 7 responses.
7. Complete the histogram on page 114 of workbook.
8. The profile indicates your style. Now let's look at how this same information that you collected can be collected in different ways depending on a person's interaction style.
9. Compare your profile with the ones we will now discuss. The following styles indicate "too much of a good thing."

# The Listener

## Definition

1. The listener's style is characterized by gathering information by predominately utilizing continue responses.
2. Following an introduction of a topic, the interviewer utilizes mainly non-verbal cues such as head nods, hand gestures, etc., and verbal cues such as "uh-hum," "right," "yea," etc. to communicate to the other person that he/she is listening and interested in the topic being discussed.

## Hypothetical Profile

An interview profile of the listener's interaction responses might look like the one on page 115 of your workbook.

## Demonstration of the Listener

Play tape/slide demonstration which provides an exaggerated example of an interviewer who would be labeled as a Listener.

**or**

1. Ask trainee to come forward and role-play interviewee.
2. Demonstrate listener style. Examples of suggested responses are as follows:
    a. Interviewer: "Tell me a little about your hometown."
    Interviewee response:
    b. Interviewer: "Uh-hum." (Head Nod)
    Interviewee response:
    c. Interviewer: And . . .
    Interviewee Response:
    d. Interviewer: Uh-hum, (head nod), more please.
    Interviewee Response:
    When you have gotten all the information possible through "uh-hum," head nods, hand gestures, etc. go to another topic and continue in same manner.
    e. Interviewer: Tell me about your job.
    Interviewee Response:
    f. Interviewer: Uh-hum, (head nod), (hand gestures).
    Interviewee Response:
    g. Interviewer: And . . .
    Interviewee Response:
    h. Interviewer: etc., etc.

## Description of Listener

1. Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview.
2. Points that might be made:
   a. Non-directive
   b. Very permissive
   c. Might be indecisive and without self-direction
   d. Would have difficulty achieving objectives
   e.
   f.
   g.

## Effect of this Approach on the Interviewee and the Interview Process

1. Ask trainees to discuss the effect this type of approach might have on others and the interview process; especially on the achievement of objectives.
2. Points that might be made:
   a. They might view the interviewer as incompetent.
   b. They may think the interview has no objective.
   c. They might think they were wasting their time.
   d. They would be unable to use the interviewer as a resource.

## The Interrogator

### Definition

1. The interrogator's style is characterized by gathering information by predominately utilizing restricted-focus responses.
2. The interviewer gathers specific bits of information from the interviewee by asking direct or closed-ended questions rather than open-ended questions and statements.
3. Closed-ended questions that most often begin with "do," "is," "are," etc. and can be answered by the other person with only a few words are the predominant response style.

### Hypothetical Profile

An interview profile of the interrogator's interaction responses might look like the one on page 116 of your workbook.

### Demonstration of the Interrogator

Play tape/slide demonstration which provides an exaggerated example of an interviewer who would be labeled as an Interrogator.

**or**

1. Ask trainee to come forward and role-play interviewee.
2. Demonstrate interrogator style. Examples of suggested responses are as follows:
    a. What town do you live in?
    b. Is it a big town?
    c. What is the population?
    d. Where were you born?
    e. How long have you lived there?
    f. Is it a nice place to live in?
    g. Is that close to ____________?
    h. What street do you live on?
    i. How long have you lived there?
    j. Is that on the east side or west side of town?
    k. Where do you work?
    l. Do you like your job?
    m. Have you worked there long?
    n. What is the address of your work?
    o. Is that far from your house?

## Description of the Interrogator

1. Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview.
2. Points that might be made:
   a. "Detail Man"
   b. Someone after "only the facts"
   c. Very directive
   d.
   e.

## Effect of this Approach on Interviewee and Interview Process

1. Ask trainees to discuss the effect this type approach might have on the interviewee and the interview process.
2. Points that might be made:
   a. The person would soon learn that he/she was there only to provide the interviewer with specific bits of information.
   b. Would not go into any depth with information.
   c. Might get the idea that he/she was on the "firing line."
   d. A lot of pertinent and relevant information would not be shared.

## The Explorer

### Definition

1. The explorer's style is characterized by gathering information by predominately utilizing exploratory-focus responses.
2. The interviewer gathers information by mainly utilizing open-ended questions or statements that require the other person to use narrative responses.
3. Statements such as "Tell me more about . . ." and open-ended questions that typically begin with "what," "how," "why," "could," and "would" which allow the person more room for exploration and expansion on a topic are the predominate response mode/style.

### Hypothetical Profile

An interview profile of the explorer's interaction responses might look like the one on page 117 of the workbook.

### Demonstration of the Explorer

Play tape/slide demonstration which provides an exaggerated example of an interviewer who would be labeled as an Explorer.

**or**

1. Ask trainee to come forward and role-play interviewee.
2. Demonstrate explorer style. Examples of suggested responses are as follows:
   a. Tell me about your hometown or describe your hometown to me.
   b. What do you think about your hometown?
   c. Tell me about where you live there.
   d. What do you think about where you live now?
   e. Tell me about your job.
   f. What do you think about your job?
   g. Describe your feelings.

### Description of the Explorer

1. Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview.
2. Points that might be made:
   a. May continue on and on with the topic under discussion.
   b. May fail to cover all topics adequately because of excessive time spent on certain topics.
   c. May fail to provide the interviewee with necessary information.

### Effect of this Approach on Interviewee and Interview Process

1. Ask trainees to discuss the effect this type of approach might have on the interviewee and the interview process.
2. Points that might be made:
   a. Feels like he/she is being interrogated.
   b. Feels like he/she cannot satisfy the interviewer.
   c. Thirst for knowledge about him/her.

# The Reflector

## Definition

1. The reflector's style is characterized by gathering information by predominately utilizing check responses.
2. The interviewer gathers information by mainly reflecting back to the person what he/she hears thus encouraging him/her to talk further about the specific topic.

## Hypothetical Profile

An interview profile of the reflector's interaction responses might look like the one on page 118 of your workbook.

## Demonstration of the Reflector

Play tape/slide demonstration which provides an exaggerated example of an interviewer who would be labeled as a Reflector.

**or**

1. Ask trainee to come forward and role-play interviewee.
2. Demonstrate reflector style. Examples of suggested responses are as follows:
    a. Tell me about your hometown.
    b. So you live in __________.
    c. You appear to be satisfied/dissatisfied with living there.
    d. So you like/dislike it.
    e. Continue to reflect content of what person is saying and any feeling you may note. When you can go no further switch to job topic.
    f. Tell me about your job.
    g. So you work for/at __________.
    h. What do you think about your job?
    i. So you like/dislike it.
    j. Continue as above.

## Description of the Reflector

1. Ask trainees to describe the person who predominately uses this type of response style to collect information during an interview.
2. Points that might be made:
    a. Non-directive
    b. Might be described as a parrot
    c. Might be inefficient
    d.
    e.
    f.
    g.

## Effect of this Approach on Interviewee and Interview Process

1. Ask trainees to discuss the effect this type of approach might have on the interviewee and the interview process especially on the achievement of one's objectives.
2. Points that might be made:
   a. Might view the interviewer as having no objectives.
   b.
   c.
   d.

## The Informer

### Definition

1. The informer profile results from focusing primarily upon disseminating information of a factual nature.
2. The predominate style of interaction is characterized by declarative responses.

### Hypothetical Profile

An interview profile of the informer's interaction techniques might look like the one found on page 119 of your workbook.

### Demonstration of the Informer

Play tape/slide demonstration which provides an exaggerated example of an interviewer who would be labeled as an Informer.

**or**

1. Ask trainee to come forward and role-play interviewee.
2. Demonstrate informer style. Examples of suggested responses are as follows:
   a. Describe in detail the role and function of your agency.
   b. Describe in detail your role and function within that agency.

### Description of the Informer

1. Ask trainees to describe the person who predominately interacted during the interview with this type of response style.
2. Points that might be made:
   a. Controller
   b. Acts quickly
   c.
   d.
   e.
   f.
   g.

### Effect of this Approach on Interviewee and Interview Process

1. Ask trainees to discuss the effect this type of approach might have on the interviewee and the interview process.
2. Points that might be made:
   a. Person would learn he is to listen, not talk.
   b. Probably would not feel a part of the process.
   c.
   d.
   e.
   f.
   g.

# The Self-Expresser

## Definition

1. The self-expresser profile results from focusing primarily on the communication of one's own values, opinions, etc.
2. Information is given only after it has been filtered through your own frame of reference.
3. The predominate style of interaction is characterized by self-expressive responses.

## Hypothetical Profile

An interview profile of the self-expresser's interaction might look like the one found on page 120 of your workbook.

## Demonstration of the Self-Expresser

Play tape/slide demonstration which provides an exaggerated example of an interviewer who would be labeled as a Self-Expresser.

**or**

Demonstrate self-expresser style. Examples of suggested responses are as follows:

a. What do you think about your hometown?
b. I think you should move/stay where you live now.
c. Once you have moved/decided to stay everything will be okay.
d. Everyone who lives in a town like that likes/dislikes it.
e. I wouldn't move to another place just like it. I think you would be better off in a town twice that size. There's more things to do. Kids are happier, etc.
f. What do you think about your job?
g. I think you should tell your supervisor that. He should know exactly how you feel and what you think.
h. You're a better person for it.
i. Usually people in jobs like that "burn out" in a few years. So be aware of that. You might want to think about changing jobs before that happens.
j. I feel the same way you do. Everybody does. If they say they don't then they're being dishonest.

## Description of the Self-Expresser

1. Ask trainees to describe the person who predominately interacted during the interview with this type of response style.
2. Points that might be made:
    a. Depending on the type of Self-Expressive responses made, could be labeled:
        i. the adviser
        ii. the self-discloser
        iii. the supporter
        iv. the confronter
        v. the moralist
    b. Person with all the answers
    c.
    d.
    e.
    f.
    g.

## Effect of this Approach on Interviewee and Interview Process

1. Ask trainees to discuss the effect this type of style might have on the interviewee and the interview process. Possible points to make.
2. Points that might be made:
    a. They would become very dependent.
    b. Learn to listen a lot.
    c. Might think they were being patronized.
    d. Would **fail** to gain self-confidence from his/her interaction with interviewer.

# The Interpreter

## Definition

1. The interpreter profile results from the interviewer focusing primarily on giving information of a cause-and-effect nature based on a theoretical position.
2. The predominate mode/style of interaction is characterized by interpretive responses.

## Hypothetical Profile

An interview profile of the interpreter's interaction techniques might look like the one found on page 121 of your workbook.

## Demonstration of the Interpreter

Play tape/slide demonstration which provides an exaggerated example of an interviewer who would be labeled as an interpreter.

**or**

Demonstrate interpreter style. Examples of suggested responses are as follows:

a. Where do you live?
b. Yea, you most likely live there because as a child you were raised in a similar place so you naturally look for a place that is similar to your childhood town. You feel more secure there.
c. Continue with cause and effect statements.
d.
e.
f.

## Description of the Interpreter

1. Ask trainees to describe the person who predominately interacted during the interview with this type of response.
2. Points that might be made:
   a. The interviewer would be aggressive.
   b. The interviewer would lack interpersonal tact.
   c. The interviewer would have little understanding of proper timing in interviewing.

## Effect of this Approach on Interviewee and Interview Process

1. Ask trainees to discuss the effect this type of approach might have on the interviewee and the interview process.
2. Points that might be made:
   a. It might make the interviewee anxious.
   b. It might make the interviewee angry.
   c. The interviewee might view the interviewer as insensitive and somewhat obnoxious.

# Guidelines for a Facilitative Response Style

**Page 122 of Workbook**

1. Encourage the person to appear for the interview by practicing facilitative attracting actions.

   **Elaboration by Trainer:**
   Extend an invitation to a person that informs him/her of the who, what, when, why, and how of the interview in such a manner that it will motivate or induce him/her to desire the interview. Attracting actions can determine whether or not you will have an interview.

2. Plan the interview.

   **Elaboration by Trainer:**
   It is difficult to facilitatively guide the exploration or discussion within the interview if you don't know what you are trying to accomplish. Develop interview objectives and stratagies to achieve those objectives.

3. Structure the interview setting to facilitate the information exchange process.

   **Elaboration by Trainer:**
   The degree to which the interviewee invests him/herself in the information exchange process may depend a lot on your structuring actions. Arrange the interview environment in such a manner that interest in the person is communicated and all obstacles to open communication are eliminated.

4. Assume a position to exchange information in the most effective manner.

   **Elaboration by Trainer:**
   Facilitative positioning action places you in the best position to observe and listen thus enhancing the information collection process. It also communicates the kind of information to the interviewee that will reinforce the person's offering information and will help them utilize information disseminated by you.

5. Observe the person.

   **Elaboration by Trainer:**
   Facilitative observation actions will enable you to take advantage of a very rich source of data about the person—non-verbal communication.

6. Listen to your interviewee.

   **Elaboration by Trainer:**
   Listening enables you to gain additional information about the person that is unavailable through observing only.

7. Organize the information you have collected in a systematic fashion.

   **Elaboration by Trainer:**
   Organizing the information you have gathered through facilitative observing and listening actions will enable you to respond to the person in the most helpful manner.

8. Open the interview with responses that will focus first on the concerns of the interviewee.

   **Elaboration by Trainer:**
   **Ask:** What are the most helpful responses for achieving this? **Make following point:** Exploratory-focus and/or check responses are useful responses to focus first on the interviewee's concerns. Then declarative responses may be needed to give the person factual information or self-expressive responses for support.

9. Continue to facilitate the information exchange process by focusing on the interviewee's concerns.

   **Elaboration by Trainer:**
   **Ask:** What are the most helpful responses for achieving this? **Make following points:** The previous guideline was concerned only with opening the interview. This guideline emphasizes the importance of continuing to focus on the person's concerns. Remember, the helping interview is to primarily help the person. Exploratory-focus, check, and continue responses are useful to keep the focus on the interviewee.

10. Allow the interviewee as many alternatives for self-expression as possible.

    **Elaboration by Trainer:**
    **Ask:** What are the most helpful responses for achieving this? **Make following points:** Continue, exploratory-focus, and check responses allow the greatest amount of freedom. Use these responses whenever you want the person to have as much room for self-expression as possible and avoid the restricted-focus response.

11. Facilitate the interviewee's elaboration of topics.

    **Elaboration by Trainer:**
    **Ask:** What are the most helpful responses for achieving this? **Make following points:** Exploratory-focus, check, and continue responses encourage narrative responding instead of short, quick answers.

12. Use responses that tend to widen the interviewee's perceptual field.

    **Elaboration by Trainer:**
    **Ask:** What are the most helpful responses for achieving this? **Make following points:** Exploratory-focus responses tend to solicit the other person's views, opinions, thoughts, feelings, etc. thus widening his/her perceptual field. Restricted-focus responses tend to curtail the person's perceptual field.

13. "Train" the other person to freely express him/herself.

    **Elaboration by Trainer:**
    **Ask:** What are the most helpful responses for achieving this? **Make following points:** We can "train" others how to respond by the way we respond to them. If you want short, quick answers with very little elaboration, utilize the restricted-focus response. However, if you want the other person to express him/herself openly avoid the restricted-focus and freely use exploratory-focus responses followed by check and continue responses.

14. Establish this "training" process early.

    **Elaboration by Trainer:**
    If you begin the interview by asking a lot of closed-ended questions, you may be setting a pattern of responding that is not helpful. Therefore, early in the interview utilize freely the exploratory-focus, check, and continue responses so that a helpful pattern will be established.

15. Build, strengthen, and maintain a positive relationship.

    **Elaboration by Trainer:**
    **Ask:** What are the most helpful responses for achieving this? **Make following points:** The facilitative non-verbal interaction techniques of positioning, observing, and listening along with the verbal responses of continue, check, and exploratory-focus, tend to facilitate rapport. Whereas, negative and non-verbal interaction techniques and an excessive use of closed-ended questions tend to retard rapport building.

16. Communicate your attentiveness, concern, and involvement.

    **Elaboration by Trainer:**
    **Ask:** What are the most helpful responses for achieving this? **Make following points:** Facilitative non-verbal interaction techniques along with continue responses will help you communicate your attentiveness, concern, and involvement. This can facilitate the information exchange process.

17. Avoid the use of questions as your **only** tool for gathering information.

    **Elaboration by Trainer:**
    **Ask:** What responses will help you avoid excessive question asking? **Make following point:** Check responses and exploratory-focus responses in the forms of statements such as "Tell me more about . . ." or "Describe the situation to me" can help you avoid an excessive amount of questions.

18. Let the interviewee know you are hearing him/her correctly.

    **Elaboration by Trainer:**
    **Ask:** How do you achieve that? **Make following point:** Check responses in the form of reflections enable you to let the person know that you are hearing him/her accurately.

19. Communicate your empathic understanding frequently.

    **Elaboration by Trainer:**
    **Ask:** Which response communicates empathic understanding? **Make following points:** Organizing the information you have collected in a systematic fashion and feeding back your understanding of the person's behavior via check responses in the form of empathic statements communicates your understanding and facilitates the information exchange process. Interpertive responses also communicate empathic understanding at deeper levels.

20. Do not hesitate to clear up your thinking as to what the interviewee may mean in what he/she is communicating.

    **Elaboration by Trainer:**
    **Ask:** Which response achieves this? **Make following point:** Verbalize what you think the person is communicating via the check response. This gives the person a chance to see how well he/she is being understood and provides an opportunity for him/her to clarify any misunderstanding. Check responses allow you to check your hypotheses.

21. Break unproductive pauses during the interview with responses that keep the focus on the interviewee.

**Elaboration by Trainer:**
**Ask:** What are useful responses for doing this? **Make following point:** Exploratory-focus and check responses keep the focus on the interviewee and encourage self-expression.

22. When factual information is needed by the interviewee utilize declarative responses appropriately.

**Elaboration by Trainer:**
Make your declarative responses as descriptive in character and neutral in tone as possible. Utilize a language the person understands. Avoid jargon or words the interviewee does not understand. Pay attention to timing and the amount of information given in one shot.

23. When information from your frame of reference seems appropriate use self-expressive responses wisely.

**Elaboration by Trainer:**
Use when needed for support, self-disclosure, assurance, etc. Avoid blaming, exhorting, demanding, advice, etc. Self-expressive responses are likely to be more helpful when they promote independence and communicate positive regard than when they promote dependence and communicate negative regard.

24. When interpretations appear appropriate utilize interpretive responses wisely.

**Elaboration by Trainer:**
Interpretive responses will most likely occupy a limited space in your interviews. When you are called upon to make an interpretation avoid over-interpreting and over analyzing. Be sure the interviewee understands you and your interpretation does achieve its objective of increasing the person's understanding of the cause and effect aspects of his behavior and other interacting variables.

Ask trainees to suggest other guidelines for a facilitative style. Discuss each.

25.

26.

27.

## Summary of Interaction Styles

1. Major response styles have been introduced, defined, and discussed.
2. The diagram on page 123 of your workbook summarizes the major response styles.
3. You have learned to identify and discriminate between the major response styles.
4. Guidelines for a facilitative response style have been discussed.
5. Prior to putting into practice everything learned up to this point, review the chart on pages 124-126 of workbook.
6. Discuss as needed.

## Demonstrate Facilitative Response Style

1. To demonstrate a facilitative response style, utilize the audio tape demonstration (Shirley Steed).
2. Give trainees the following instructions:
   a. Turn to pages 127-128 of workbook and review Interaction Techniques Classification Form.
   b. As you listen to tape, classify each interviewer response using the Interaction Techniques Classification Form Worksheet.
   c. When interview segment is completed, turn to page 129 of workbook and do an interview profile of interviewer in taped segment using your Interaction Techniques Worksheet. Percent obtained by dividing column totals by total number of responses.
   d. Discuss in relation to principles for a Facilitative Response Style.
   e. Also discuss interviewer's information collection and dissemination effectiveness.

## Results of Facilitative Response Style

Ask trainees to discuss possible results of the above response style. Be sure the following points are made.

1. Interviewee will feel free to express his/her experience.
2. Indepth exploration of topics.
3. Interviewee will not feel restricted or limited in his/her experience.
4. Positive relationship established.
5. Interviewee will be involved in process.
6. Interviewee concerns will be discussed
7. The communication process will be open.
8. Interviewee will be involved in process.
9. 
10. 
11.

## Practice Response Styles

Ask trainees to turn to page 130 of workbook and complete exercise of their interaction profile during an interview and the self-rating guide on pages 131-132.

Following completion of exercise do imagery exercise. Either play tape or verbally guide the trainees through the exercise yourself using the following script:

## A - Imagery Practice

Give following directions after trainees have assumed a comfortable position.

1. In one slow but continuous motion, take in a deep breath and force it out. As you are breathing out, think just one word: "Relax."
2. At the end of breathing out, hold your breath for approximately ten seconds (you may estimate seconds by counting one-thousand one, one-thousand two, etc.)
3. Keep repeating steps 1 and 2 for two to three minutes or as long as it takes for you to feel calm.
4. Now that you are totally relaxed, feeling calm and comfortable, picture or fantasize yourself, as vividly and intensely as you can, preparing for an interview. See yourself first, sitting at your desk planning your interview. You are in the process of developing a "game plan" which will guide and the interviewee's interaction during the interview.
5. You are writing down your objectives. See yourself doing this. Go ahead. Keep writing your objectives. You want to establish rapport. You want to determine the appropriateness of this referral . . . keep listing your objectives . . .
6. Have you finished? Now you are thinking to yourself. What information will the interviewee need from me to achieve those objectives? You start to list topics of information to give to the person. You are listing such things as your role and function, your agency's role and function, the interviewee's rights and responsibilities, confidentiality, etc. Go ahead list your topics as you continue to be relaxed and calm. Can you do this? . . . Have you done that?
7. Now you begin to think about information you will need from the interviewee to achieve your objectives. You think about that awhile . . . Now see yourself beginning to list topics of information you will need to get from the person you are interviewing. You are probably listing things like interviewee's expectations, his/her feelings about being referred to your agency, etc. Go ahead continue to list your topics . . .
8. Now that you have developed your objectives and listed topics to discuss that will help you achieve your objectives, you begin to think about the most efficient and effective way to go about collecting and disseminating that information. Listen to your thoughts. You are thinking, I'm going to structure the environment to enhance this process before the interviewee gets here. When the person gets here, I will give him/her a lot of freedom of expression. I will be very flexible. Although I have a plan, I will not impose that plan on the person because I will attend first to the concerns of the person. I realize moment-to-moment objectives may arise that will take precedent over my general objectives. I will not become so involved in forms, paper work, etc. that I forget I have a person with me. I will communicate at the interviewee's level of understanding and avoid jargon, etc. I will give him/her information in a well timed fashion and not "overload" the person with too much at one time. I will make every attempt to make sure the interviewee understands the information I give. When collecting information, I will use mostly open-ended questions and statements restricting the use of closed-ended questions to only when it is necessary to get specific bits of information.
9. I am cognizant of exactly what I want to achieve. But I know it is unnecessary to collect every conceivable piece of information about the interviewee in order to get a full understanding of him/her. I will only collect those things that are important to my understanding of the person. Therefore, I will avoid a "facts with no meaning" or "facts with minimum meaning" approach. I will explore each topic in a systematic fashion and indepth and avoid jumping from topic to topic in a shotgun fashion.

10. Can you hear yourself thinking these thoughts? Listen. Continue to relax . . .

11. Now I would like for you to imagine yourself preparing your office to receive the interviewee. You have planned the interview and thought about how you will carry that plan out. Now see yourself structuring the interview setting to facilitate the information exchange process.

12. As you continue to relax and feel calm, see yourself arranging the furniture so as not to have physical barriers between you and the person you are interviewing. You are checking to see that the furniture is comfortable. Now you are clearing your desk of things you don't want the person to see. The interviewee is to arrive in 5 minutes so you arrange for all incoming calls to be held. You get your "do not disturb" sign ready to put on the door. There is no outside noise. The temperature and lighting is controlled. Now you sit down in your chair to review your objectives one more time before the interviewee arrives.

13. Relax. You are feeling calm. You are comfortable. It is time for the person to arrive and for you to conduct an interview. But for a few moments just enjoy being relaxed and calm . . .

14. Now picture to yourself or fantasize, as vividly and as intensely as you can, conducting an interview. Really see yourself performing positive attending behavior and responding to the person in an open-ended fashion.

15. See yourself very vividly leaning your body toward the person, observing everything the person is doing, listening intently to what is being said.

16. Imagine yourself asking open-ended questions, making open-ended statements while avoiding a closed-ended style. Really hear yourself and see yourself doing this.

17. Imagine it feeling very natural to act this way in your interview. Feel yourself being calm but determined to be effective. Can you do that? Have you done that?

18. Really see yourself carrying out your plan and doing the things you thought about earlier when you were thinking about how to conduct your interview.
see yourself focusing on the interviewee as a person
hear yourself communicating at the person's level of understanding
see yourself sitting facing the person squarely
see your body inclined toward the person
see yourself maintaining eye contact
see your open posture

19. Can you do this? Continue to relax . . . and really see yourself observing the interviewee
looking at the person's level of activity
looking at the person's gestures, facial expressions, etc.
observing patterns in the person's behavior
suspending judgements about the person

20. Continue to be relaxed, calm, but determined
hear yourself utilizing an open-ended style of responding
hear yourself letting the interviewee know how you understand
see and hear yourself communicating your attentiveness, concern, and involvement

21. Continue to be relaxed. You are enjoying your performance. You are pleased with your performance.

## B - Role-Play Practice

1. Form groups of three.
2. Each member of the group will have the opportunity to assume role of interviewer, interviewee, and observer.
3. Interviewer is to conduct an initial interview utilizing the interview plan on page 30 of workbook. (May also use intake interview forms brought by trainee)
4. Interviewee is to respond to interviewer.
5. Observer is to use page 133 of interviewer's workbook to classify each response made by interviewer.
6. Start - call time after approximately thirty minutes.
7. Following the interview, the interviewer is to utilize the self-rating guides on pages 135-138 of workbook to rate his/her performance.
8. Interviewee, observer, and interviewer complete profile on page 134 of interviewer's workbook.
9. Discuss profile, self-rating, and interviewee and observer give interviewer feedback.
10. Rotate roles until everyone has been interviewer, interviewee, and observer.

### Additional or Alternate Training Exercises

# Integrating the Components

Utilize the Systematic Interview Programming Format and Relevant Information Awareness Matrix to summarize total training up to this point.

**A. Systematic Interview Programming Format**

1. We have now provided additional answers to question 4—What is the most effective and efficient way to exchange information. See page 139 of workbook.
2. Frequent use of the open-ended responses, continue, exploratory-focus, and check responses facilitate the collection of relevant information while developing and maintaining a positive relationship with the interviewee.
3. The use of declarative, self-expressive, and interpretive responses allow you to give different types of information.
4. How does this affect the Relevant Information Awareness Matrix?

**B. Relevant Information Awareness Matrix**

1. The diagram on page 140 of workbook reveals how the information awareness matrix might look after applying the guidelines that have been discussed.
2. Most of the relevant information that was originally unknown by the interviewer or the interviewee but was known by the other is now known. What remains is further reduction of the unknown dimension—that area where information is known by neither the interviewer or interviewee. External sources of information as well as continued interaction between the interviewer and interviewee will reduce this dimension further.
3. The Result. All information that is relevant to the achievement of your objectives is now known. Hence the chances of accomplishing your goals and objectives are very good.

## Section VII

# Where To Now

# Where To Now

## Introduction To Trainer

This section is divided into Step I - Skill Assessment and Step II - Skill Development. Step I allows the trainees to review where they are now by analyzing their skill levels and attitude toward implementing what they have learned. Step II is intended to extend the skill development beyond the workshop and encourage trainees to practice and monitor their skill development back home. The objectives of this section are to influence the trainee to:

1. Assess their present skill level
2. Assess their attitude toward applying their skills
3. Continue the development of skills beyond the workshop

# Step I - Skill Assessment

## Skill Assessment

Instruct trainees to turn to page 147 of workbook and do Exercise 1 They are asked to compare the results on pages 130-132 of their workbook with the data on pages 133-138 of their workbook to analyze their skill levels and discuss the questions in Exercise 1.

## Attitude Assessment

1. Trainees are asked to examine their attitude about applying the skills learned back home. Instruct them to do Exercise 2 on page 147 of workbook in small groups.
2. Allow time for discussion, then discuss in a total group.

# Step II - Skill Development

## Skill Development
Page 148 of Workbook

1. The development of your skills as an interviewer has been the primary objective of this training program.
2. The goal has been to impact you in the areas of cognitive learning, attitudinal reaction, and overt behavior change.
3. However this impact which is related to your skill development is a continuing process. Your development of skills as an interviewer is not complete as a result of finishing this workshop. Your skill development is an ongoing process and goes beyond this training program.
4. Therefore, Systematic Interviewing Skills Training is not over for you. This program has been your first step in producing job performance change.
5. Job performance change implies that you change your typical way of performing that job. Research has indicated that many interviewers do very little planning of their interview, do not disseminate a majority of information to interviewees to effectively involve them in the decision making process, do not collect sufficient information to gain a complete understanding of the interviewee, and utilize closed-ended questions.
6. If this has been your typical pattern of interviewing, it most likely is a habit with you and will be a pattern not easily broken.
7. Changing habits requires time and consistent practice. Usually more time and practice than you have had during this program.
8. To change your old way of interviewing will require you to engage in repeated, conscious, and purposeful action to replace your old habitual way of behaving.
9. It will require self-observation or self-monitoring, self-evaluation and criticism, attention to details of each performance, and persistent and extensive practice on your part.
10. Are you willing to develop your skills as an effective interviewer? If so, the remainder of this training program will focus on information and techniques that will facilitate your skill development.
11. 
12.

# The Stages of Skill Development

## Page 149 of Workbook

1. Skill development can be conceptualized as a reeducational or retraining process. You are reeducating or retraining yourself to do something different from the way you have previously been educated or trained to do.
2. There are six stages* or steps that you go through to achieve the formation of a new skill that will become your habitual way of acting. If it does not become your habitual way of acting, we can say the skill is not fully developed yet. Those six steps/stages of skill development are:

**Stage 1**
**Cognitive Understanding** This is learning the basic concepts and principles. Right now you know **what** to do during the interview. You have learned all the principles, concepts, and guidelines to systematically program your interview. You know the information you need to give the interviewee and to get from the interviewee. You know how to exchange information via non-verbal interaction. You know the moment-to-moment responses and the most facilitative response style to exchange information.

**Stage 2**
**Converting Practice** This refers to acting on your cognitive understanding. You begin to ignore your old habits of interviewing and start to regularly practice the cognitive understanding you have. In other words you start converting your cognitive understanding to behavioral actions. You have done some of that here. After the introduction of the guidelines in this training you received the opportunity to practice putting those guidelines into effect. You will most likely attempt to practice these guidelines when you get back home.

**Stage 3**
**Cognitive-Emotive Dissonance** Some of you may be at Stage 3 now—cognitive-emotive dissonance, where your cognitive understanding, emotional reaction, and overt performance are in discord. If not, you most likely will enter this stage when you attempt to implement what you have learned back home. Cognitive-emotive dissonance means performing a behavior that is not logical for your habitual feelings. It is what happens when you do something new and it just doesn't feel like you. You do interviewing correctly or as it has been taught here, but you feel uncomfortable and strange. It is as if you are pretending to be what you are not. The degree of dissonance experienced by you, of course, will be determined by how different your new behavior is from your old behavior. The greater the difference, the greater the dissonance.

This is an extremely important stage in skill development because many people will stop practicing their new behavior because of it and go back to their old pattern of behaving. Because of that, we will talk more about cognitive-emotive dissonance later.

**Stage 4**
**Persistent and Extensive Practice** This stage is required to overcome emotive dissonance and to fully develop your new skill. You can practice performing your new skill, and you can practice feeling the way you want to feel. If you will persist with extensive practice, you will eliminate your cognitive-emotive dissonance and fully develop your skill.

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*Adapted from Maxie Maultsby's five stages of emotional reeducation in Maultsby, M. **Help Yourself to Happiness.** New York: Institute for Rational Living, 1975.

**Stage 5**

**Cognitive-Emotive Harmony** This stage occurs when you start feeling natural while performing your new behavior. You begin to perform all the guidelines discussed during this program, and you no longer feel uncomfortable and strange. Your "gut" reaction has caught up with your cognitive understanding.

**Stage 6**

**Skill Formation** Your new way of behaving has now become as natural, normal and involuntary as your old way of behaving used to be. You new skill has been developed fully. You no longer have to think about what to do, you just do it naturally. You have both the skill plus the attitude to be effective at performing the new behavior.

## Overcoming Cognitive-Emotive Dissonance and Developing Cognitive-Emotive Harmony by Persistent and Extensive Practice

1. The complete formation of your new skills can be accomplished by recognizing cognitive-emotive dissonance, persisting with your practice of the skills, thereby eliminating cognitive-emotive dissonance and developing cognitive-emotive harmony.
2. An example of cognitive-emotive dissonance is found on page 150 of your workbook. (Allow time to review example)

   Cognitive-emotive dissonance is resolved through persistent and extensive practice whether relearning to drive a car differently or relearning to conduct an interview differently.
3. Practice can involve three types. You can rehearse your new behavior mentally and practice feeling the way you want to feel and doing the things you want to do.
4. You can practice in a role play situation as you have here.
5. And finally, you can practice your new skills in real-life situations.
6. The following exercises will help you develop your practice session for stage 4 of skill development, so you can rehearse your new skills and move on through stage 3—cognitive-emotive dissonance, into stage 5—cognitive-emotive harmony and end with skill formation—stage 6.

## Stage 4, Persistent & Extensive Practice

**Step 1**
**Behavior Rehearsal - Imagery Practice**

The following is a technique you can teach the trainees and instruct them to do every day for the next three weeks. This activity allows trainees to rehearse how they want to feel and how they want to act during the interview. Practicing feeling the way you want to feel as you practice doing what you want to do facilitates the elimination of cognitive-emotive dissonance and speeds cognitive-emotive harmony and skill formation.

**Page 151 of Workbook**

1. Imagery practice requires you to as vividly as possible imagine yourself seeing, hearing, thinking, feeling and doing the things you want in the interview.
2. A useful approach to use is follow instructions on page 151 of your workbook or develop a script of what you want to see, hear, think, feel, and do during the interview and record it on tape. When recording your script really put yourself into the situation. Intensely and vividly describe in detail the behavior. Then for at least once a day for the next three weeks, find a place where you will not be disturbed. Get very comfortable and relaxed. Turn on your recorder and strongly imagine yourself doing the things described on the tape. Really see yourself performing your script.
3. A suggested script to use can be seen on pages 151-152 of your workbook. It is to serve as a guide for you developing your own.
4. Instead of trainees developing their own scripts, they may utilize the Interviewing Skill Imagery Rehearsal tape provided with the practice. However, encourage trainees to develop their own script so that they may be very specific and can personalize it more than the following general script.

**Step 2**
**Behavior Rehearsal - Role-Play Practice**

**Page 152 of Workbook**

1. A second way to ensure persistent and extensive practice of your skills is via role-play.
2. You have already done role-play exercises during this training program, but you need not eliminate this approach just because the workshop portion of this training is coming to an end.
3. You can role-play an interview back home and continue to get valuable practice in a safe setting.
4. Get someone to role-play an interviewee for you as you role-play the interviewer. That someone may be your spouse, friend, or a co-worker.
5. Develop a specific time when you and your role-play partner can be alone for the period of time required to conduct a typical interview.
6. A technique to be described later (on page 153 of your workbook) called Behavior Review will help you to assess your effectiveness of practicing the skills. The use of Behavior Review is highly recommended because you want to be sure you are applying the skills correctly during your practice sessions. This technique allows you to receive this feedback via self-monitoring.

**Step 3**
**Behavior Rehearsal - In Vivo Practice**

**Page 152 of Workbook**

1. A third way to ensure persistent and extensive practice of your skills is in vivo or live practice.
2. This means actually performing the skills during a "real" interview.
3. You may begin this type of practice immediately on your return home or you might want to engage in the type of practice described in steps 1 and 2 for a period of time.
4. Since most of you are "required" because of your job function to conduct interviews regardless of your skill levels, you will probably be doing this type of practice in conjunction with steps 1 and/or 2.
5. However, look upon your next several interviews as being in vivo practice instead of expecting yourself to be "perfect" at the application of the things you have learned during this workshop. Remember you are still learning the skills. You have not developed them fully yet
6. Utilize Behavior Review with your in vivo practice. Monitoring your performance during these practice sessions is very helpful in achieving levels 5 and 6 of skill development.

# The Use of Behavior Review with Role-Play, In Vivo Practice, and a Self-Monitoring Program

**Page 153 of Workbook**

1. The following is needed for Behavior Review:
   - a. Tape Recorder
   - b. Microphone
   - c. Tapes
   - d. Interview Self-Assessment Devices

2. a. **Tape recorder, mike, tapes** - When practicing your skills via role-play or in vivo, record each session so that you can review your performance utilizing the interview self-assessment devices.This will give you the kind of feedback needed to make adjustments and indicate specific skill areas to focus on.

   b. **Interview Self-Assessment Devices** - The following forms are used for behavior review:

      i. **The Systematic Interview Programming Self-Assessment Guide** - This is a form that allows you to assess your pre-interview behavior. It includes the assessment areas of attracting, planning, and structuring activities.

      ii. **The Information Dissemination Self-Rating Form** - This form includes major topics which might be introduced during the interview in order to involve the interviewee in the process. As you listen to your taped interview, you can check the topics that were discussed during the interview as well as your style of disseminating information. This allows you to see what topics were focused on and which ones you ignored during the interview.

      iii. **The Information Collection Self-Rating Form** - This form includes topics which are important to cover during the interview in order to develop an understanding of the interviewee. As you listen to your taped interview, you can check the topics that were discussed and assess your collection style. This allows you to see which topics were focused on and which ones you ignored.

      iv. **The Interaction Techniques Self-Rating Guide** - This guide allows you to assess your interaction style immediately following an interview by evaluating your performance in the interview of various behaviors covered during the training program.

      v. **The Interaction Techniques Classification Form** - This form enables you to classify each response you make during the interview. As you listen to the taped interview, you determine what each of your moment-to-moment responses is. You can then develop your interview profile with the next form and further analyze your interaction style.

      vi. **The Interaction Profile Sheet** - This sheet allows you to develop your interaction profile based on the results on the Interaction Techniques Classification Form. You can then determine your interaction style during your interview

3. **Procedure**

   a. Prior to the interview, as part of your structuring activities, set up a tape recorder to record your interview.

   b. If you are to record an actual interview, include as one of your information dissemination topics a discussion of the recording process and obtain permission to make the recording.

   c. Following the interview (as soon as possible) rate your performance on the Systematic Interview Programming Self-Assessment Guide and the Interaction Technique Self-Rating Guide. Then play the tape and rate your performance on the Information Dissemination and Collection Rating Forms and classify each of your moment-to-moment responses using the Interaction Techniques Classification Form. Then develop your interaction profile on the Interaction Profile Sheet.

   d. Compare your performances, where appropriate, with baseline data, your workshop performances, and any previous evaluations you may have.

## Using Self-Reinforcement to Facilitate Skill Development

Discuss following with trainees: (Page 154 of workbook)

1. If you frequently avoid doing things that you know will improve your performance because of any number of reasons (e.g., lack of time, no interest), you may want to use the following self-management methods to encourage yourself to do the necessary practice everyday.
2. Select some activity that you highly enjoy and that you tend to do everyday—such as reading, watching TV, social activities, eating some choice food, etc.
3. Use this activitiy as a reinforcer or reward by **only** allowing yourself to engage in it **after** you have practiced your skills for that day. Otherwise, no reward.
4. You may also select some activity you find unpleasant—such as cleaning the bathtub, washing the car, cleaning all the windows in your house—and penalize yourself by making yourself perform that activity everyday you do not practice your skills.
5. You might want to also arrange with someone to monitor you and to help you actually carry out the penalties you set for yourself.

## Self-Monitoring Program

As part of the continuation of Skill Development training, participants are asked to perform the action on page 155 of the workbook.

# Recommended Readings

1. Akridge, R.; Means, B.; Milligan, T.; and Farley, R. **Interpersonal Skills: A Workshop Primer.** Fayetteville, Arkansas: University of Arkansas, Arkansas R&T Center, 1978.
2. Becvar, R. **Skills for Effective Communication.** New York: John Wiley and Sons, Inc., 1974.
3. Benjamin, A. **The Helping Interview.** Boston, Massachusetts: Houghton Mifflin Co., 1974.
4. Brown, J. and Brow, C. **Systematic Counseling.** Champaign, Illinois: Research Press Co., 1977.
5. Carkhuff, R. **The Art of Helping.** Amherst, Massachusetts: H.R.D. Press, 1973.
6. Egan, G. **The Skilled Helper.** Monterey, California: Brooks/Cole Publishing Co., 1975.
7. Goodman, G. and Dooley, D. "A Framework for Help Intended Communication," **Psychotherapy: Theory, Research and Practice.** Summer 1976, Vol. 13, No. 2, pp. 106-117.
8. Ivey, A. **Microcounseling.** Springfield, Illinois: Charles C. Thomas Publishing Co., 1971.
9. McGinley, H., LeFevre, R.; and McGinley, P. "The Influence of a Communicator's Body Position on Opinion Change in Others," **Journal of Personality and Social Psychology.** April, 1975, Vol. 31, No. 4.
10. Miller, L. "Resource-Centered Counselor-Client Interaction in Rehabilitation Settings," in Bozarth, J. (ed.) **Models and Functions of Counseling for Applied Settings and Rehabilitation Workers.** Fayetteville, Arkansas: University of Arkansas, ARR&TC, 1972.
11. Okun, B. **Effective Helping: Interviewing Counseling Techniques.** No. Scituate, Massachusetts: Dusbury Press, 1976.

# Appendix

# Trainer's Outline

I. Introduction To Systematic Interviewing Skills
  A. General Introduction
    1. Types of Interviews
    2. Examples
  B. Definition of Systematic Interviewing Skills
  C. Rationale or Importance of Systematic Interview Skills
  D. Philosophy of Systematic Interviewing Skills
    1. The Information Exchange Process
    2. Engaging Others in Interaction
    3. Functions of an Interviewer
  E. Overview of Training Components
  F. Objectives of Systematic Interviewing Skills Training

II. Systematic Interview Programming
  A. Definition of Systematic Interview Programming
  B. Rationale for Systematic Interview Programming
  C. Objectives of Systematic Interview Programming

III. Systematic Interview Programming - Step I - Attracting the Interviewee
  A. Definition of Attracting
  B. Rationale for Attracting
  C. Objectives for Effective Attracting
  D. Guidelines for Effective Attracting
  E. Demonstration of Ineffective Attracting
    Exercise 1
  F. Demonstration of Effective Attracting
    Exercise 2
  G. Practice Attracting
    1. Exercise 3
    2. Exercise 4
  H. Summary of Attracting
  I. Self-Assessment

IV. Systematic Interview Programming - Step II - Planning the Interview
  A. Definition of Planning
    1. General Definition
    2. Types of Objectives
  B. Rationale for Planning
  C. Guidelines for Effective Planning
  D. Demonstration of Ineffective Planning
    Exercise 1
  E. Demonstration of Effective Planning
    Exercise 2
  F. Practice Planning
    1. Exercise 3
    2. Exercise 4
    3. Exercise 5
  G. Summary of Planning
  H. Self-Assessment

V. Systematic Interview Programming - Step III - Structuring the Interview Setting
  A. Definition of Structuring
  B. Rationale for Structuring
  C. Guidelines for Effective Structuring
  D. Demonstration of Ineffective Structuring
    Exercise 1
  E. Demonstration of Effective Structuring
    Exercise 2
  F. Demonstration of Ineffective Structuring
    Exercise 3
  G. Demonstration of Effective Structuring
    Exercise 4
  H. Practice Structuring
    Exercise 5
  I. Self-Assessment
  J. Summary of Systematic Interview Programming

VI. Information Exchange During the Interview Process
  A. Definition of Information Exchange
  B. Rationale for Information Exchange
  C. Objectives of Information Exchange

VII. Information Exchange - Step I - Information Dissemination
  A. Definition of Information Dissemination
  B. Rationale for Information Dissemination
    1. General Rationale
    2. Dr. Fairface Exercise
  C. Objectives of Information Dissemination
  D. Guidelines for Effective Information Dissemination
  E. Demonstration of Ineffective Information Dissemination
    Exercise 1
  F. Demonstration of Effective Information Dissemination
    Exercise 2
  G. Practice Information Dissemination
    1. Expanding Game Plan
    2. Role-Play
  H. Summary of Information Dissemination
  I. Self-Assessment

VIII. Integrating the Components
  A. Systematic Interview Programming Format
  B. Information Awareness Matrix

IX. Information Exchange - Step II - Information Collection
  A. Definition of Information Collection
  B. Rationale for Information Collection
  C. Guidelines for Effective Information Collection
  D. Demonstration of Ineffective Information Collection
      Exercise 1
  E. Demonstration of Effective Information Collection
      Exercise 2
  F. Practice Information Collection
      1. Developing Information Collection Topic Areas
      2. Expanding Game Plan
      3. Role-Play
  G. Summary of Information Collection
  H. Self-Assessment

X. Integrating the Components
  A. Systematic Interview Programming Format
  B. Information Awareness Matrix

XI. Exchanging Information Via Non-Verbal Interaction Techniques
  A. Definition of Non-Verbal Interaction Techniques
  B. Rationale for Non-Verbal Interaction Techniques
  C. Objectives of Non-Verbal Interaction Techniques

XII. Non-Verbal Interaction Techniques - Step I - Positioning
  A. Definition of Positioning
  B. Rationale for Positioning
  C. Objectives of Positioning
  D. Guidelines for Effective Positioning
  E. Demonstration of Ineffective Positioning
  F. Results of Ineffective Positioning
  G. Demonstration of Effective Positioning
  H. Results of Effective Positioning
  I. Practice Positioning
      1. Discrimination Exercise
      2. Role-Play
  J. Summary of Positioning

XIII. Non-Verbal Interaction Techniques - Step II - Observing
  A. Definition of Observing
  B. Rationale for Observing
  C. Objectives of Observing
  D. Guidelines for Effective Observing
  E. Demonstration of Ineffective Observing
      Exercise 1
  F. Demonstration of Effective Observing
      Exercise 2
  G. Practice Observing
      1. Discrimination - Exercise 3
      2. Observing the Trainer - Exercise 4
      3. Role-Play - Exercise 5
  H. Summary of Observing

XIV. Non-Verbal Interaction Techniques - Step III - Listening
- A. Definition of Listening
- B. Rationale for Listening
- C. Objectives of Listening
- D. Guidelines for Effective Listening
- E. Demonstration of Ineffective Listening
  Exercise 1
- F. Demonstration of Ineffective Listening
  Exercise 2
- G. Practice Listening
- H. Summary of Listening

XV. Non-Verbal Interaction Techniques - Step IV - Organizing
- A. Definition of Organizing
- B. Rationale for Organizing
- C. Objectives of Organizing
- D. Guidelines for Effective Organizing
- E. Demonstration of Ineffective Organizing
  Exercise 1
- F. Demonstration of Effective Organizing
  Exercise 2
- G. Practice Organizing
- H. Summary of Organizing

XVI. Summary of Non-Verbal Interaction Techniques
- A. Points to Make
- B. Self-Assessment

XVII. Integrating the Components
- A. Systematic Interview Programming Format
- B. Information Awareness Matrix

XVIII. Exchanging Information Via Verbal Responding
  Definition of Verbal Interaction Techniques

XIX. Verbal Interaction Techniques - Step I - Moment-to-Moment Responses
    A. Definition of Moment-to-Moment Responses
    B. Rationale for Moment-to-Moment Responses
    C. The Continue Response
        1. Definition of the Continue Response
        2. Rationale for the Continue Response
        3. Uses of the Continue Responses
    D. The Restricted-Focus Response
        1. Definition of the Restricted-Focus Response
        2. Rationale for the Restricted-Focus Response
        3. Uses of the Restricted-Focus Response
    E. The Exploratory-Focus Response
        1. Definition of the Exploratory-Focus Response
        2. Rationale for the Exploratory-Focus Response
        3. Uses of the Exploratory-Focus Response
    F. The Check Response
        1. Definition of the Check Response
        2. Rationale for the Check Response
        3. Uses of the Check Responses
    G. The Declarative Response
        1. Definition of the Declarative Response
        2. Rationale for the Declarative Response
        3. Uses of the Declarative Response
    H. The Self-Expressive Response
        1. Definition of the Self-Expressive Response
        2. Rationale for the Self-Expressive Response
        3. Uses of the Self-Expressive Response
    I. The Interpretive Response
        1. Definition of the Interpretive Response
        2. Rationale for the Interpretive Response
        3. Uses of the Interpretive Response
    J. Discrimination Exercises
        1. Written
        2. Tape
        3. Role-Play
    K. Guidelines for the Effective Use of Moment-to-Moment Responses
    L. Summary of Moment-to-Moment Responses

XX. Verbal Interaction Techniques - Step II - Response Styles
  - A. Definition of Response Styles
  - B. Rationale for Response Styles
  - C. Objectives of Response Styles
  - D. Interaction Style - Exercise 1
  - E. The Listener
    1. Definition of the Listener
    2. Demonstration of the Listener
    3. Discussion of the Listener
    4. Effect of the Listener's approach on the Interviewee and the Interview Process
  - F. The Interrogator
    1. Definition of the Interrogator
    2. Demonstration of the Interrogator
    3. Discussion of the Interrogator
    4. Effect of the Interrogator's approach on the Interviewee and the Interview Process
  - G. The Explorer
    1. Definition of the Explorer
    2. Demonstration of the Explorer
    3. Discussion of the Explorer
    4. Effect of the Explorer's approach on the Interviewee and the Interview Process
  - H. The Reflector
    1. Definition of the Reflector
    2. Demonstration of the Reflector
    3. Discussion of the Reflector
    4. Effect of the Reflector's approach on the Interviewee and the Interview Process
  - I. The Informer
    1. Definition of the Informer
    2. Demonstration of the Informer
    3. Discussion of the Informer
    4. Effect of the Informer's approach on the Interviewee and the Interview Process
  - J. The Self-Expresser
    1. Definition of the Self-Expresser
    2. Demonstration of the Self-Expresser
    3. Discussion of the Self-Expresser
    4. Effect of the Self-Expresser's approach on the Interviewee and the Interview Process
  - K. The Interpreter
    1. Definition of the Interpreter
    2. Demonstration of the Interpreter
    3. Discussion of the Interpreter
    4. Effect of the Interpreter's approach on the Interviewee and the Interview Process
  - L. Guidelines for a Facilitative Response Style
  - M. Summary of Interaction Styles
  - N. Demonstration of a Facilitative Style
  - O. Results of a Facilitative Style
  - P. Practice Response Styles
    1. Imagery
    2. Role-Play

XXI. Integrating the Components
  A. Systematic Interview Programming Format
  B. Information Awareness Matrix

XXII. Where To Now
  A. Skill Assessment
  B. Attitude Assessment
  C. Skill Development
    1. Introduction
    2. Stages of Skill Development
    3. Overcoming Cognitive-Emotive Dissonance
    4. Persistent and Extensive Practice
      i. Imagery
      ii. Role-Play
      iii. In Vivo
    5. The Use of Behavior Review
    6. The Use of Self-Reinforcement
    7. Self-Monitoring Program